

GROUP-GUIDANCE PRACTICES IN SELECTED
IOWA SECONDARY SCHOOLS

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CHAPTER I

INTRODUCTION

The small community or band of people with its inherent self-discipline and emotional satisfactions has been the foundation of American society.¹ In the group, attitudes, values, and ways of behaving are shared, learned, and transmitted from one member to another. Ways of behaving are similarly acquired through group interaction in the school situation.²

Guidance, as well as other aspects of education, can be evaluated in terms of how well it helps the individual to understand himself and to develop his capabilities to the maximum. To this extent guidance must always be considered individualistic. In some instances the effect of guidance is seen most clearly in face-to-face relationships; on other occasions, however, the results are achieved more satisfactorily from a group situation.³

¹Stuart Chase, The Proper Study of Mankind (New York: Harper and Brothers, 1956), p. 46.

²Ruth Strang, Group Work in Education (New York: Harper and Brothers, 1958), p. 1.

³Roy D. Willey and W. Melvin Strong. Group Procedures in Guidance (New York: Harper and Brothers, 1957), pp. xi and 10.

Groups provide a basic tool for all guidance specialists and teachers. Counseling, informational services, individual inventory services, placement, and research have long been major approaches within guidance and pupil personnel programs; groups and group techniques offer another major strategy.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the degree to which group-guidance practices and techniques were being used in selected secondary schools of Iowa during the school year 1962-1963.

Importance of the study. Because of the distinctive and important contributions of group-guidance procedures, it has become obvious that the organization of any guidance program should include provisions for group guidance.² According to Koile, "In today's schools they [group procedures] probably are the most prevalent guidance service."³

¹Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon, Inc., 1962), p. 1.

²Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1959), p. 48.

³Earl A. Koile, "Group Guidance--A Fringe Activity," The School Review, IX (December, 1955). Reprinted in Gail F. Farwell and Herman J. Peters, Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 358.

A survey study to ascertain the current practices in group guidance should be of interest to alert administrators and guidance specialists who recognize the advantages of group work and who have the responsibilities of ever-increasing numbers of students.

II. DEFINITION OF TERMS

For the purpose of clarity to the reader, the following definitions of terms are presented:

Group guidance. An inclusive definition of group guidance was any phase of a program of guidance carried on with "groups of individuals."¹

Limited degree. The term limited degree represented the least use of group-guidance practices or degree that was small and restricted in extent.

Moderate degree. The term moderate degree meant usage that was not excessive or extreme in extent.

Considerable degree. The term considerable degree was used for the largest or rather large degree. It further meant degree that was especially worthy of consideration.

¹Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, 1955), p. 2.

III. PROCEDURE

The problem, as it was defined previously, was to determine to what extent group-guidance procedures were being used in selected Iowa secondary schools. After careful study of the literature and several interviews with Dr. Arthur Mullens of Drake University, a questionnaire¹ was prepared and validated to measure the degree to which group techniques were actually used in selected public secondary schools of Iowa. To measure the extent to which the group techniques were offered, three degrees to usage were established: "limited" degree, "moderate" degree, and "considerable" degree. The questionnaire included the following phases of group guidance: (1) counseling service; (2) educational, vocational, and personal-social information services; (3) orientation service; (4) individual inventory services; and (5) placement service.

A questionnaire and a personal letter² were sent to the principals of 200 public schools in Iowa. Approximately ten days after the original mailing, a follow-up letter³ was sent to those principals who had not returned their questionnaires.

¹See Appendix B, Sample Copy.

²See Appendix A, Sample Copy.

³See Appendix C, Sample Copy.

The names of the principals used in the study were taken from the Iowa Educational Directory.¹ In order to effect a representative sampling, school size and geographic location of the schools were taken into consideration.

To achieve a representative sampling on the basis of school size, the schools were divided according to total secondary enrollment. The largest systems were those with enrollments of 700 or more students. These schools have been referred to as Class A schools. The medium-sized schools, ranging from 300 to 699 students enrolled, have been termed the Class B schools. Those schools with fewer than 300 students enrolled were considered the small schools and have been hereafter called the Class C schools.

The number of questionnaires to be sent to each of the three classes of schools was derived by determining the total number of public high school districts in Iowa and the total number of schools in the three classes. This information was secured in an interview with Arthur C. Anderson, Director of Instructional Research and Publications, Department of Public Instruction for the State of Iowa. Three percentages were obtained by dividing the total number in each class by 469, or the number of high school districts in Iowa. These

¹Department of Public Instruction, Iowa Educational Directory (Des Moines: The State of Iowa, 1962-1963).

percentages were then used to ascertain how many of the 200 schools to be questioned were to be in each class. A proportionate number of the 200 questionnaires were sent to Class A schools as there were schools of this size in the state. Class B and Class C schools were sampled in the same way. The numbers of schools to be surveyed in each class were as follows: (1) Class A, twelve; (2) Class B, thirty-three; and (3) Class C, 155.

Geographic location entered into the selection of schools insofar as the investigator attempted a representative sampling of schools from all counties. Beyond this, the schools to be in each class were chosen at random from their respective groups.

CHAPTER II

BACKGROUND FOR THE PROBLEM

As background for the problem, Chapter II has been organized into these sections: (1) the differing opinions on the value of group-guidance practices; (2) the commonly accepted purposes of a group-guidance program; (3) the limitations of group activities; and (4) the need for group services in Iowa schools.

I. DIFFERING OPINIONS ON THE VALUE OF GROUP GUIDANCE

The current literature pertaining to group procedures in guidance revealed a wide variance in practices and differing points of view.¹ Hoppock and Super, specialists in the field of guidance and counseling, were examples of those holding conflicting opinions concerning the relative worth of group guidance.

Hoppock protested what he felt was a neglect or underestimation of group procedures. He suggested that, ". . .

¹Margaret E. Bennett, "Group Procedures in the Guidance Program," Chico State Counseling Lectures (Summer, 1949). Reprinted in Gail F. Farwell and Herman J. Peters (Eds.), Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 339.

group guidance, not individual counseling is the one indispensable part of the guidance process."¹

Hoppock further stated that counselors can relieve more suffering, contribute more to individual success and satisfaction, in less time, by means of group guidance than by means of individual counseling. Most students, according to Hoppock, do not need the confidential, private relationship of individual counseling. Rather, they need some of the advantages of group guidance, such as the knowledge that a student is not alone in facing his problems and of how he is seen by others in comparison to how he sees himself.²

Hoppock was willing to admit that there was not sufficient evidence for abandoning individual counseling for group counseling, but he felt there is some evidence for its value, and that perhaps we do not have any more evidence of the values of individual counseling. He pointed out that in most schools, counselors have insufficient time

¹Robert Hoppock, "Current Concepts and Status of Group Procedures in Secondary Schools," Lecture presented at the National Defence Education Act Summer Guidance Institute, University of Missouri, Columbia, Missouri, June 29, 1959. Reprinted in C. H. Patterson, Counseling and Guidance in Schools: First Course (New York: Harper and Brothers, 1962), p. 187.

²Ibid.

to do adequate individual counseling, and that they were unable to see every student individually, except perhaps for a few minutes during the school year.¹

Super saw the values of group techniques in a different light:

One might even ask, is it at all likely that group guidance can meet the needs of a great majority of students and adults, leaving individual counseling for special cases only?

I think the answer to this question must be in the negative, for while group methods can do a great deal of preventive work, and can even do a great deal of creative work, I think it will always be true that most people can benefit from opportunities to discuss their attitudes, aspirations, and plans with a sympathetic listener who has special skill in clarifying issues and who has a perspective on problems and opportunities such as comes only with professional training and experience.²

It should also be remembered that guidance services grew out of the needs of youth for more ". . . personalized and individualized assistance than could be provided by methods geared primarily to the imparting of knowledge."³

¹Ibid., p. 188.

²Donald E. Super, "Group Techniques in the Guidance Program," Educational and Psychological Measurement, IX (Winter, 1949), 510.

³Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally and Company, 1960), p. 400.

For this reason many guidance workers have opposed group activities as a means of achieving guidance objectives.

II. COMMONLY ACCEPTED PURPOSES OF GROUP GUIDANCE

The wide variations in philosophy and practices of group guidance suggested the need for careful re-examination of the purposes of group procedures and their place in the total program.¹

One commonly accepted objective of group guidance was to help students recognize individual and common problems. Many young people feel that the problems of adjustment that they encounter are not shared by others.²

As McDaniel expressed it:

Group discussion of common difficulties helps each worried young person to discover that the same troubles, in varying degree, come to almost everyone; that he is not alone in suffering agonies of self-consciousness when his immigrant parents talk their native language in public; or when his father argues with a waiter over a dinner bill; or when he has to deliver a talk before the school assembly; that he is not alone in feeling self-conscious about his carrotty red hair or the braces on his teeth, or in wishing that the face he looks at in the mirror could be remodeled along more attractive lines; . . .³

¹Bennett, loc. cit.

²Jane Warters, High-School Personnel Work Today (New York: McGraw-Hill Book Company, Inc., 1946), p. 131; and Henry B. McDaniel, Guidance in the Modern School (New York: Dryden Press, 1956), pp. 376-377.

³McDaniel, loc. cit.

Group discussion of mutual problems further helps make the individual with special difficulties more aware of his problem and encourages him to seek individualized assistance.¹

Another common use of group guidance was to disseminate information useful in solving problems. While students have different problems and different methods in dealing with these problems, guidance specialists have recognized that students have common needs and consequently face many similar problems. In solving problems arising from the same needs, students need information that is essentially the same regardless of individual differences. Problems of all kinds (i.e., educational, vocational, personal, et cetera) are thus handled in groups with greater administrative efficiency and less cost.²

Group procedures may be a more effective method of providing special types of information. As stated by Norris, Zeran, and Hatch:

Discussions of certain concerns with one's peers may be much more meaningful to the student than if the same information were discussed in an individual counseling relationship. A class discussion, a movie, or a role-playing episode in a group may illustrate

¹Warters, op. cit., p. 150.

²Norris, Zeran, and Hatch, op. cit., p. 403; and McDaniel, op. cit., pp. 377-378.

much better the techniques of applying for a job than factual information presented in a counseling interview by the counselor.¹

Group instruction in occupational information has long been provided in secondary schools, either as part of the regular academic course or in a course designed specifically for that purpose.²

Hoppock gave several reasons for teaching occupational information in groups: it saves time; it provides a background of related information that contributes to individual counseling; it gives the counselor an opportunity to know his clients better; it focuses collective judgment on common problems; it provides some assurance that the problem cases will not monopolize the counselor's time; it can be provided without increasing the school budget; it keeps the counselors up to date on occupational information; and counselors recognize the need for such a course.³

In evaluating group and individual programs in vocational guidance, Hoyt reported that:

. . . sixty students with group vocational guidance were more certain of vocational choices, more satisfied with these choices, and more realistic in them than others without this group experience.⁴

¹Norris, Zeran, and Hatch, loc. cit.

²Patterson, op. cit., p. 195.

³Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), pp. 176-178.

⁴Donald P. Hoyt, "An Evaluation of Group and Individual Programs in Vocational Guidance," Journal of Applied Psychology, XXXIX (February, 1955), 30.

Orienting students to the total educational program of the school was an especially important aspect of group guidance. During the orientation period, the school gives new students information in groups about the following: the history and traditions of the school; the physical layout of the campus and buildings; the regulations applicable to the academic, social, and personal life of students; the available educational opportunities (i.e., the various curricula and courses offered, the prerequisites of courses, et cetera); and the student co-curricular activities (i.e., student government, student newspaper, social organizations, dramatics, school clubs, et cetera).¹

Another purpose of group guidance was to aid and assist individuals in solving personal and emotional problems in multiple or group counseling situations. Group approaches to counseling are newer and more controversial additions to the total group-guidance program.² Rogers has offered a description of the process of learning and growth in groups, and his phases of the group process were as follows:

1. emotional release;
2. gradual exploration of attitudes;

¹J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), pp. 194-195.

²Patterson, op. cit., pp. 200-204; and Glanz, op. cit. pp. 267-298.

3. growing conscious awareness of denied elements;
4. a changed perception of the problem in an altered frame of reference;
5. a changed concept of the group and the self;
6. a new course of consciously controlled action better adapted to the underlying reality of the situation; and,
7. a resulting improvement in social and interpersonal relationships.¹

Bilovsky, in his study of counseling in the Los Angeles city schools, tried to verify or challenge the concept that the individualized face-to-face counselor-client relationship is always the best. Using a composite rating of realism or lack of realism of the chosen vocational objective as the evaluative measure, Bilovsky attempted to determine whether there were significant differences between the realism of vocational objectives of students who participated in individual counseling or those who participated in group counseling. He found that "there were no significant differences between the two methods" of counseling.²

Another purpose of group guidance was to lay the foundations for individual counseling. Students are more likely to seek interviews with counselors if they have

¹Carl R. Rogers, Dealing with Social Tensions (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1948), p. 28. Reprinted in Glanz, op. cit., p. 277.

²David Bilovsky and others, "Individual and Group Counseling," The Personnel and Guidance Journal, XXXI (March, 1953), 364.

previously experienced the release of anxieties and tensions that usually results from discussion of problems in a permissive atmosphere. If students understand the nature of the counseling process and the roles of counselor and counselee, they are better prepared for the individual counseling process. Working with groups gives the leader an opportunity to interpret the counseling services of the school and as a result the demand for counseling should grow. In addition, the group leader can often identify those students who can benefit from special assistance.¹

Richardson reported that ". . . attitudes, understandings, and overt acts in the counseling process" were changed as the result of "intensive lecture and group discussion on the nature of counseling." His research lends "considerable support to the thesis that counseling oriented individuals adopt a more effective role in the counseling situation."²

A later study by Volsky and Hower revealed that group counseling prior to individual counseling provided readiness

¹Norris, Zeran, and Hatch, op. cit., p. 402; and McDaniel, op. cit., pp. 380-381.

²Harold Richardson and Henry Borow, "Evaluation of a Technique of Group Orientation for Vocational Counseling," Educational and Psychological Measurement, XII (Winter, 1952), 597.

for counseling that accelerated the counseling process.¹

Explosive birth rates along with a lack of facilities and trained personnel clearly point to more emphasis upon guidance from the group situation. Most writers in the field of guidance feel that group approaches to guidance--while not yet on a par with individual guidance--do have the advantage of low cost and a less complicated administrative scheme.²

III. LIMITATIONS OF GROUP GUIDANCE

Group activities can make a substantial contribution to the guidance program insofar as they realize the purposes listed above. However, group procedures are limited and alone cannot provide guidance services adequate to meet the needs and desires of youth. Group guidance rather supplements those of an individual nature.³ As Bennett has pointed out:

Years of trial-and-error methods and some sound experimentation and research have indicated that group and individual procedures in guidance are complementary aspects of a sound guidance program.

¹Theodore Volsky and Vivian H. Hower, "A Program of Group Counseling," Journal of Counseling Psychology, VII (Spring, 1960), 71-73.

²Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1959), p. 279.

³Norris, Zeran, and Hatch, loc. cit.

Neither can take the place of the other, but each implements and supplements the other, rendering it more effective.¹

The inevitable question which arises when considering the relative merit of the group and individual guidance processes is this: "How to maintain the necessary balance between concern for the individual and the problems associated with the group?"²

Even though the group-guidance program in a school is carefully organized and operating well, it will not serve the needs of those students needing individual counseling.³ As Bennett expressed it:

They [group procedures] bear an important complementary relationship to the counseling function, but cannot be used as a substitute for the individual interview.⁴

Group activities are not equally effective with all students. Norris, Zeran, and Hatch stated: "Many students are not able to approach problems in group situations with the necessary impersonality and objectivity."⁵ Super has

¹Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, 1955), p. 13.

²Mortensen and Schmuller, loc. cit.

³McDaniel, op. cit., p. 396.

⁴Margaret E. Bennett, "Group Procedures in the Guidance Program," Chico State Counseling Lectures (Summer, 1949). Reprinted in Gail F. Farwell and Herman J. Peters (Eds.), Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 340.

⁵Norris, Zeran, and Hatch, op. cit., p. 403.

indicated that it is only the better adjusted and more self-directing individuals who are able to profit from group guidance.¹

The limitations of the group-guidance method, as is the case of other techniques, may often be traced to limitations in the worker. There is a shortage of teachers and counselors sufficiently competent in the use of group procedures. In too many cases a staff member may be given a group assignment because he does not have a full professional load or because he has shown some general interest in the program.²

IV. NEED FOR GROUP GUIDANCE IN IOWA

The Iowa schools have reasons for using guidance procedures which are more efficient and more useful in dealing with greater numbers of students. Public schools in Iowa have increasing enrollments, an insufficient number of guidance specialists working in the field of guidance in relation to the number of students to be served, many schools which are without organized guidance programs, and

¹Donald E. Super, "Group Techniques in the Guidance Program," Educational and Psychological Measurement, IX (Winter, 1949), 507.

²Willey and Strong, op. cit., pp. 416-424.

guidance personnel whose assignments are such that they cannot devote their complete time to guidance work.

The public schools of Iowa are serving a growing number of students, and this trend will likely continue into the future. The total enrollment in the public high schools (grades nine through twelve) of Iowa for the school year 1962-1963 was 159,562 as of September 15, 1962.¹ This was an increase of 6.2 per cent over the secondary school enrollment for the 1961-1962 school year. The predicted public school enrollment in grades nine through twelve for the 1965-1966 school year is 172,200 or a 7.9 per cent increase over the enrollment for 1962-1963.²

Another indication of the need for increased group-guidance services was the number of students to be served in Iowa in relation to guidance specialists doing guidance work. Giles J. Smith, who is assistant consultant in the Guidance Services Division of the Iowa Department of Public Instruction, estimated in an interview with this investigator that the 359 guidance specialists with full-time certification were the equivalent of 252 full-time counselors because as many as 60 per cent of these were not doing full-time guidance work. He further estimated that

¹Data on Iowa Schools, A Report Prepared by State Department of Public Instruction (Des Moines: The State of Iowa, 1963), p. 8.

²Ibid.

the 143 guidance workers with half-time certification were the equivalent of sixty-three full-time guidance specialists. This took into consideration the Department of Public Instruction's approximation that about 25 per cent of the counselors with half-time certification was not scheduled for guidance work on a half-time basis. This made a total equivalent of 315 full-time guidance specialists serving 185,976 pupils in grades seven through twelve or a pupil-counselor ratio of 590:1.

According to the Iowa Department of Public Instruction's statistics, only about 60 per cent of Iowa's students in grades seven through twelve had access to an organized school guidance program during the 1962-1963 school year.¹ The others are without structured guidance offerings.

Even the 60 per cent of Iowa's students served by guidance personnel and organized guidance programs do not receive full benefit from these services. Romitti, in a follow-up study of Drake University guidance and counseling graduates and their work, found that full-time counselors were using slightly more than one-half of their time on clerical and administrative duties. He further reported that part-time counselors were spending an even larger

¹Ibid., p. 64.

portion of their guidance time on non-guidance functions.¹ In an analysis of the use of counselors' assigned time, Scott found that junior high school counselors spent a median of six and one-half hours in guidance and counseling work while counselors in four-year high schools spent a median of five hours out of a possible eight in guidance and counseling work. Scott's study further indicated that counselors working in three-year high schools reported a median of six hours dedicated to counseling.² In 1958, Drahozal made a study of thirty counselors from five, large selected Iowa cities and found that these counselors spent 63.8 per cent of their time in guidance activities.³

The above discussion of the nature and need for group-guidance services was presented as a basis for the problem of determining the extent to which group-guidance practices were used in the selected Iowa secondary schools during the school year 1962-1963.

¹Marion A. Romitti, "A Follow-Up Study of 1950-1961 Graduates of the Drake University Master of Science in Education Program in Guidance" (unpublished Master's field report, Drake University, Des Moines, August, 1962).

²Herbert J. Scott, "How Forty-Five Full-Time Counselors in Iowa Secondary Schools Utilized Their Assigned Time" (unpublished Master's field report, Drake University, Des Moines, June, 1962).

³Edward C. Drahozal, "An Empirical Study of Guidance and Non-Guidance Activities Performed by Counselors in Selected Iowa Secondary Schools" (unpublished Master's thesis, State University of Iowa, Iowa City, August, 1958).

CHAPTER III

PRESENTATION OF DATA

As was stated previously, the purpose of this study was to determine the degree to which group guidance procedures were used in selected secondary schools of Iowa. The data from the questionnaires were compiled and have been presented in this chapter.

Two hundred questionnaires were sent, and 180, or 90 per cent, were returned in form suitable for use in this study. Class A schools returned eleven of the twelve questionnaires sent; this was a 91.7 per cent rate of return. Class B schools returned thirty, or 90.9 per cent, of the thirty-three questionnaires sent. Of the 155 questionnaires sent to Class C schools, 139, or 89.7 per cent, were returned. These data appear in Table I.

TABLE I

RESPONSES OF 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
TO QUESTIONNAIRE CONCERNED WITH GROUP-GUIDANCE PRACTICES
IN SELECTED SECONDARY SCHOOLS OF IOWA DURING THE SCHOOL
YEAR, 1962-1963

Type of School	Number Sent	Number Returned	Per Cent Rate of Return
Class A (700 to 3,537)	12	11	91.7
Class B (300 to 699)	33	30	90.9
Class C (0 to 299)	155	139	89.7
Total	200	180	90.0

From Class A schools, eight, or 72.7 per cent, of the questionnaires returned were filled out by guidance personnel; i.e., guidance directors, counselors, and teacher-counselors. The other three, or 27.3 per cent, from Class A schools were completed by principals. Twenty-eight, which represented 93.3 per cent, of the questionnaires from Class B schools were filled out by guidance personnel. Principals completed two, or 6.7 per cent, of the thirty questionnaires from Class B schools. Of the 139 usable questionnaires from Class C schools, eighty-four, or 60.4 per cent, were completed by guidance personnel; forty-six, or 33.1 per cent, by principals; four, or 2.9 per cent, by persons serving as both principals and counselors; one, or .7 per cent, by a vice-principal; and four, or 2.9 per cent, by superintendents of Class C high schools.

I. COUNSELING SERVICE

The data presented in Table II show that of the eleven Class A schools, seven, or 63.6 per cent, answered in the affirmative to the question: "Does the counseling program provide for group counseling?" Four, or 36.4 per cent, of the Class A schools answered "yes" to a "limited" extent, and three, or 27.2 per cent, answered "yes" to a "moderate" extent. Four, or 36.4 per cent, of the Class A schools reported that they offered no group counseling. In

the Class B category, twelve, or 40 per cent, reported that they made some provision for group counseling to a "limited" degree; twelve, or 40 per cent, reported that they did to a "moderate" degree; and one, or 3.3 per cent, reported that they did to a "considerable" degree. Five Class B schools, which represented 16.7 per cent, reported that no counseling with groups was included in their offerings. Fifty, or 36 per cent, of the Class C schools answered "yes" to a "limited" extent; fifty-seven, or 41 per cent, answered "yes" to a "considerable" extent. Group counseling services were not available for twenty, or 14.4 per cent, of the reporting C schools.

TABLE II

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"DOES THE COUNSELING SERVICE PROVIDE FOR
GROUP COUNSELING?"

Degree	Class A		Class B		Class C	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Limited	4	36.4	12	40	50	36
Moderate	3	27.2	12	40	57	41
Considerable	0	-	1	3.3	12	8.6
No	4	36.4	5	16.7	20	14.4

Data presented in Table III indicate that nine, or 81.8 per cent, of the Class A schools do not offer pre-counseling units in regular courses to prepare students for the counseling process. Two, or 18.2 per cent, of the Class A schools marked affirmatively to a "moderate" degree. Twenty, or 66.7 per cent, of the Class B schools reported that they did not offer pre-counseling units in regular courses. Six, or 20 per cent, reported "yes" to a "limited" degree; three, or 10 per cent, reported "yes" to a "moderate" degree; and one, or 3.3 per cent, reported "yes" to a "considerable" degree. In the Class C category, 109 high schools, or 78.4 per cent, indicated "no" to this question. Thirteen, or 9.4 per cent, answered "yes" to a "limited" extent; sixteen, or 11.5 per cent, answered "yes" to a "moderate" extent; and one, or .7 per cent, answered "yes" to a "considerable" extent.

TABLE III

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE PRE-COUNSELING UNITS IN REGULAR COURSES
TO PREPARE STUDENTS FOR THE COUNSELING PROCESS?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	0	-	6	20	13	9.4
Moderate	2	18.2	3	10	16	11.5
Considerable	0	-	1	3.3	1	0.7
No	9	81.8	20	66.7	109	78.4

According to data presented in Table IV, four, or 36.4 per cent, of the Class A schools provided opportunities for group counseling in conjunction with individual counseling on a "limited" basis; and two, or 18.2 per cent, provided for it on a "moderate" basis. Five, or 45.4 per cent, reported that this aspect of group guidance was not available. Of the thirty questionnaires from Class B schools, ten, or 33.3 per cent, answered "yes" to a "limited" extent; thirteen, or 43.4 per cent, answered "yes" to a "moderate" extent; and two, or 6.7 per cent, answered "yes" to a "considerable" extent. Five, or 16.6 per cent, indicated "no" to this question. Of the schools in the Class C grouping, forty-four, or 31.6 per cent, reported that this service was offered to a "limited" extent; sixty-six, or 47.5 per cent, reported that it was offered to a "moderate" extent; and five, or 3.6 per cent, reported that it was offered to a "considerable" extent. Twenty-four, or 17.3 per cent, of the Class C schools responded negatively.

TABLE IV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE OPPORTUNITIES FOR GROUP COUNSELING IN
CONJUNCTION WITH INDIVIDUAL COUNSELING?"

Degree	: Class A		: Class B		: Class C	
	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent
Limited	4	36.4	10	33.3	44	31.6
Moderate	2	18.2	13	43.4	66	47.5
Considerable	0	-	2	6.7	5	3.6
No	5	45.4	5	16.6	24	17.3

Data in Table V show that four Class A schools, or 36.4 per cent, held pre-counseling assemblies to acquaint students with the purposes of counseling; seven, or 63.6 per cent, reported that they did not. In the Class B category, twenty-two, or 73.4 per cent, reported "yes" to this question while eight, or 26.6 per cent, reported "no." For the Class C high schools, seventy-five, or 54 per cent, reported "yes," and sixty-four, or 46 per cent, reported "no."

Questionnaires from Class A schools indicated that four, or 36.4 per cent, held pre-counseling assemblies to acquaint pupils with the results of counseling. Seven, or 63.6 per cent, of the Class A schools reported that they did not. Eighteen, or 60 per cent, of the Class B schools answered "yes" to this question; twelve, or 40 per cent, answered "no." In the Class C grouping, seventy-three, or 52.5 per cent, answered "yes"; sixty-six, or 47.5 per cent, answered "no."

Table V further indicates that five, or 45.5 per cent, of the Class A high schools provided pre-counseling assemblies to acquaint students with the role of the counselee; six, or 54.5 per cent, did not. For the Class B secondary schools, twelve, or 40 per cent, answered affirmatively; eighteen, or 60 per cent, answered negatively. Sixty-five, or 46.7 per cent, of the Class C

schools indicated that they offered this group guidance service, but seventy-four, or 53.3 per cent, indicated that they did not.

The data presented in Table V show that five, or 45.5 per cent, of the Class A schools provided pre-counseling assemblies to acquaint students with the role of the counselor. Six, or 54.5 per cent, did not. Nineteen, or 63.3 per cent, of the schools in the Class B grouping reported "yes" to this question; eleven, or 36.7 per cent, reported "no." In the Class C category, seventy-nine, or 56.8 per cent, answered "yes"; sixty, or 43.2 per cent, answered "no."

TABLE V

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION, "ARE THERE PRE-COUNSELING ASSEMBLIES FOR THE FOLLOWING PURPOSES: (1) TO ACQUAINT STUDENTS WITH THE PURPOSES OF COUNSELING; (2) TO INFORM STUDENTS OF WHAT TO EXPECT FROM COUNSELING; (3) TO ACQUAINT STUDENTS WITH THE ROLE OF COUNSELEE; (4) TO ACQUAINT STUDENTS WITH THE ROLE OF COUNSELOR?"

Question	School Size Class	Yes	Per Cent	No	Per Cent
Are there pre-counseling assemblies for the following purposes:					
(1) to acquaint students with the purposes of counseling?	A	4	36.4	7	63.6
	B	22	73.4	8	26.6
	C	75	54	64	46
(2) to inform students of what to expect from counseling?	A	4	36.4	7	63.6
	B	18	60	12	40
	C	73	52.5	66	47.5
(3) to acquaint students with the role of counselee?	A	5	45.5	6	54.5
	B	12	40	18	60
	C	65	46.7	74	53.3
(4) to acquaint students with the role of counselor?	A	5	45.5	6	54.5
	B	19	63.3	11	36.7
	C	79	56.8	60	43.2

The data compiled in Table VI show that five, or 45.5 per cent, of the Class A schools held pre-counseling assemblies once each year. Five, or 16.6 per cent, of the Class B schools held pre-counseling assemblies once each semester, and seventeen, or 56.6 per cent, held them once each year. Of the 139 reporting Class C schools, three, or 2.1 per cent, reported holding pre-counseling assemblies once each month; fifteen, or 10.7 per cent, reported holding pre-counseling assemblies once each semester; and sixty-one, or 43.9 per cent, reported holding pre-counseling assemblies once each year.

The reporting administrators and guidance personnel were given an opportunity on the questionnaire to indicate if their schools held pre-counseling assemblies at times other than once each month, once each semester, and once each year. Seven schools reported that this group guidance service was provided only once and that this one time was when students entered high school. Several schools indicated the occasions for pre-counseling assemblies varied according to the students' need for them. This part of the group guidance program was included in a freshman orientation course for four schools participating in this survey.

TABLE VI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"HOW OFTEN ARE THESE PRE-COUNSELING
ASSEMBLIES HELD?"

Frequency	: Class A		: Class B		: Class C	
	: Num- : ber	: Per : Cent	: Num- : ber	: Per : Cent	: Num- : ber	: Per : Cent
Once each month	0	0	0	0	3	2.1
Once each semester	0	0	5	16.6	15	10.7
Once each year	5	45.4	17	56.6	61	43.9

II. INFORMATION SERVICE

As shown in Table VII, six, or 54.5 per cent, of the Class A schools indicated that they made educational planning in group situations available on a "limited" basis; three, or 27.3 per cent, indicated that they did on a "moderate" basis. Two of the Class A schools did not offer this aspect of group guidance. In the Class B grouping, six, or 20 per cent, reported "yes" to a "limited" extent; ten, or 33.3 per cent, reported "yes" to a "moderate" extent; and three, or 10 per cent, reported "yes" to a "considerable" extent. However, eleven, or 36.7 per cent, reported that no group educational conferences were held. Thirty-three, or 23.8 per cent, of the Class C schools reported "yes" to a "limited" degree; fifty-four, or 38.8

TABLE VII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF
SELECTED IOWA SECONDARY SCHOOLS TO QUESTIONS CONCERNED
WITH EDUCATIONAL PLANNING

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Are there group conferences for educational planning?	Limited	6	54.5	6	20	33	23.8
	Moderate	3	27.3	10	33.3	54	38.8
	Considerable	0		3	10	15	10.8
	No	2	18.2	11	36.7	37	26.6
Are there courses offered in educa- tional planning?	Limited	0		1	3.3	7	5
	Moderate	0		2	6.7	10	7.2
	Considerable	2	18.2	0		5	3.5
	No	9	81.8	27	90	117	84.2
Are units on educa- tional planning included in regular courses?	Limited	2	18.2	8	26.6	26	18.7
	Moderate	2	18.2	8	26.6	30	21.6
	Considerable	1	9.1	2	6.8	6	4.3
	No	6	54.5	12	40	77	55.4

per cent, reported "yes" to a "moderate" degree; and fifteen, or 10.8 per cent, reported "yes" to a "considerable" degree. Thirty-seven, or 26.6 per cent, of the Class C high schools answered negatively to the question.

The data presented in Table VII further show that two, or 18.2 per cent, of the Class A schools offered courses in educational planning; these two schools reported that they provided this service to a "considerable" degree. Nine, or 81.8 per cent, of the Class A schools reported "no" to this question. Three Class B high schools answered affirmatively to this question: one to a "limited" extent and two to a "moderate" extent. Twenty-seven, or 90 per cent, answered "no." Of the reporting Class C schools, seven, or 5 per cent, reported that they offered courses in educational planning to a "limited" degree; ten, or 7.2 per cent, reported "yes" to a "moderate" degree; and five, or 3.6 per cent, reported "yes" to a "considerable" degree. One hundred and seventeen, which represented 84.2 per cent, of the Class C schools, reported that no courses in educational planning were offered.

According to the data presented in Table VII, two, or 18.2 per cent, of the Class A schools offered units on educational planning to a "limited" degree; two also did to a "moderate" degree; and one did to a "considerable" degree.

Questionnaires from six Class A schools, which represented 54.5 per cent, reported that no educational planning units were offered. The Class B schools indicated eight, or 26.6 per cent, answered "yes" to a "limited" extent; eight, or 26.6 per cent, answered "yes" to a "moderate" extent; and two, or 6.8 per cent, answered "yes" to a "considerable" extent. Twelve, or 40 per cent, of the Class B schools answered "no" to the question. Twenty-six, or 18.7 per cent, of the Class C schools responded affirmatively to a "limited" degree; thirty, or 21.6 per cent, responded affirmatively to a "moderate" degree; and six, or 4.3 per cent, responded affirmatively to a "considerable" degree. Of the 139 reporting Class C high schools, seventy-seven, or 55.4 per cent, answered "no" to this question.

The data presented in Table VIII show that two, or 18.2 per cent, of the Class A schools included college orientation in group situations to a "limited" extent; three, or 27.3 per cent, did to a "moderate" extent; and two, or 18.2 per cent, did to a "considerable" extent. Questionnaires from four of the Class A schools, which represented 36.3 per cent, were marked "no" for this question. In the Class B category, eight, or 26.7 per cent, reported provisions for group college orientation to a "limited" degree; five, or 16.7 per cent, reported provisions for group college orientation to a "moderate" degree; and ten, or 33.3 per cent, reported provisions for

group college orientation to a "considerable" degree. Seven, or 23.3 per cent, of the Class B schools reported college orientation conferences were not available to their students. Twenty-four, which represented 17.3 per cent, of the Class C questionnaires, were marked "yes" to a "limited" degree; sixty-three, or 45.3 per cent, were marked "yes" to a "moderate" degree; and twenty-seven, or 19.4 per cent, were marked "yes" to a "considerable" degree. Twenty-five, or 18 per cent, in the Class C grouping indicated that they had not included this aspect of group guidance in their guidance services.

TABLE VIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE COLLEGE ORIENTATION CONFERENCES?"

Degree	Class A		Class B		Class C	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Limited	2	18.2	8	26.7	24	17.3
Moderate	3	27.3	5	16.7	63	45.3
Considerable	2	18.2	10	33.3	27	19.4
No	4	36.3	7	23.3	25	18

The data compiled in Table IX show that three schools in the Class A category indicated exploratory courses as a part of educational orientation were offered: one, or 9.1 per cent, to a "moderate" degree and two, or 18.2 per cent, to a "considerable" degree. Eight, or 72.7 per cent, of the Class A schools marked this question negatively. In the Class B grouping, four, or 13.3 per cent, indicated that they provided this service on a "limited" basis; two, or 6.7 per cent, indicated that they provided this service on a "moderate" basis. The remaining twenty-four, or 80 per cent, of the Class B secondary schools indicated exploratory courses were not available. Of the Class C high schools, twelve, or 8.6 per cent, answered "yes" to a "limited" degree; seventeen, or 12.2 per cent, answered "yes" to a "moderate" degree; and four, or 2.9 per cent, answered "yes" to a "considerable" degree. The majority of the Class C schools, 106, or 76.3 per cent, marked this question "no."

TABLE IX

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE EXPLORATORY COURSES OFFERED AS
EDUCATIONAL ORIENTATION?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	0	-	4	13.3	12	8.6
Moderate	1	9.1	2	6.7	17	12.2
Considerable	2	18.2	0	-	4	2.9
No	8	72.7	24	80	106	76.3

Data in Table X indicate that only one Class A school reported that group meetings were not held with representatives from colleges and universities. Four, or 36.4 per cent, reported that group sessions with representatives from colleges and universities were held to a "limited" extent, and six, or 54.5 per cent, reported that group sessions with representatives from colleges and universities were held to a "considerable" extent. Two Class B schools indicated that they did not provide for students to meet with representatives from higher education in groups. Eight, or 26.6 per cent, indicated that they did to a "limited" degree; ten, or 33.3 per cent, indicated that they did to a "considerable" degree. Only six of the 139 reporting Class C high schools answered negatively. Twenty-eight, or 20.2 per cent, answered "yes" to a "limited" degree; eighty-two, or 59 per cent, answered "yes" to a "moderate" degree; and twenty-three, or 16.5 per cent, answered "yes" to a "considerable" degree.

The responses in Table X further show that two of the eleven Class A schools did not provide group meetings with representatives from business schools. Three, or 27.3 per cent, of the Class A schools reported that group meetings with representatives from business schools were offered to a "limited" degree; two, or 18.2 per cent, reported that they were offered to a "moderate" degree; and four, or 36.3 per

TABLE X

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA
SECONDARY SCHOOLS TO THE QUESTION, "ARE THERE GROUP-GUIDANCE
MEETINGS WITH REPRESENTATIVES FROM ANY OF THE FOLLOWING:
(1) COLLEGES AND UNIVERSITIES; (2) BUSINESS SCHOOLS;
(3) TECHNICAL SCHOOLS; (4) TRADE SCHOOLS?"

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Are there group meetings with representatives from any of the following:							
(1) colleges and universities	Limited	4	36.4	8	26.6	28	20.2
	Moderate	0		10	33.3	82	59
	Considerable	6	54.5	10	33.3	23	16.5
	No	1	9.1	2	6.8	6	4.3
(2) business schools	Limited	3	27.3	10	33.3	38	27.3
	Moderate	2	18.2	12	40	76	54.7
	Considerable	4	36.3	6	20	16	11.5
	No	2	18.2	2	6.7	9	6.5
(3) technical schools	Limited	1	9.1	10	33.3	44	31.6
	Moderate	3	27.3	9	30	55	39.6
	Considerable	3	27.3	3	10	10	7.2
	No	4	36.3	8	26.7	30	21.6
(4) trade schools	Limited	2	18.2	11	36.7	41	29.5
	Moderate	2	18.2	9	30	56	40.3
	Considerable	3	27.3	3	10	10	7.2
	No	4	36.3	7	23.3	32	23

cent, reported that they were offered to a "considerable" degree. In the Class B category, ten, or 33.3 per cent, answered "yes" to a "limited" degree; twelve, or 40 per cent, answered "yes" to a "moderate" degree; and six, or 20 per cent, answered "yes" to a "considerable" degree. Only two of the thirty Class B schools indicated this group guidance service was missing from their programs. Thirty-eight, or 27.3 per cent, of the Class C schools answered this question affirmatively to a "limited" extent; seventy-six, or 54.7 per cent, answered affirmatively to a "moderate" extent; and sixteen, or 11.5 per cent, answered affirmatively to a "considerable" extent. Only nine, or 6.5 per cent, of the Class C secondary schools omitted this aspect of group guidance.

Table X shows that one Class A high school reported group meetings with representatives from technical schools were held to a "limited" extent; three, or 27.3 per cent, reported these group meetings were held to a "moderate" extent; and three, or 27.3 per cent, reported these group meetings were held to a "considerable" extent. Four, or 36.3 per cent, of the Class A schools responded negatively to this question. Ten, or 33.3 per cent, of the Class B secondary schools reported "yes" to a "limited" degree; nine, or 30 per cent, reported "yes" to a "moderate" degree; and three, or 10 per cent, reported "yes" to a "considerable" degree. Eight, which represented 26.7

per cent, of the Class B schools, answered "no." In the Class C grouping, forty-four, or 31.6 per cent, reported that they held group sessions with representatives from technical schools to a "limited" degree; fifty-five, or 39.6 per cent, reported that they did to a "moderate" degree; and ten, or 7.2 per cent, reported that they did to a "considerable" degree. Thirty, which represented 21.6 per cent, of the Class C schools reported that they did not provide group experiences with representatives from technical schools.

Data presented in Table X indicate that two, or 18.2 per cent, of the Class A schools reported they conducted group meetings with representatives from trade schools to a "limited" degree; two also reported that they conducted them to a "moderate" degree; and three, or 27.3 per cent, reported that they conducted them to a "considerable" degree. Four, or 36.3 per cent, of the Class A schools responded negatively to this question. In the Class B category, eleven, or 36.7 per cent, answered affirmatively to a "limited" extent; nine, or 30 per cent, answered affirmatively to a "moderate" extent; and three, or 10 per cent, answered affirmatively to a "considerable" extent. Seven, which represented 23.3 per cent, answered negatively. Forty-one, or 29.5 per cent, of the Class C

schools answered "yes" to a "limited" extent; fifty-six, or 40.3 per cent, answered "yes" to a "moderate" extent; and ten, or 7.2 per cent, answered "yes" to a "considerable" extent. Thirty-two, or 23 per cent, of the Class C high schools answered "no" to this question.

There was space available on the questionnaire for those completing it to indicate if they included group guidance sessions with representatives from organizations other than colleges and universities, business schools, technical schools, and trade schools. Thirteen high schools reported that group sessions were held with the armed services as part of their educational guidance offerings. Two schools indicated that they arranged group meetings with representatives from beauty schools. Meetings with representatives from schools offering nurses' training were offered in three of the reporting schools.

As is illustrated in Table XI, two, or 18.2 per cent, of the eleven reporting Class A schools offered courses of the life adjustment type; i.e., sociology, psychology, on a "limited" basis; one did on a "moderate" basis; and six, or 54.5 per cent, did on a "considerable" basis. Two, or 18.2 per cent, of the Class A schools answered "no" to this question. Ten, or 33.3 per cent, of the Class B schools indicated this aspect of group guidance was provided to a

"limited" extent; ten also indicated they had provided for it to a "moderate" extent; and four, or 13.4 per cent, indicated they had provided for it to a "considerable" extent. Six, or 20 per cent, of the Class B high schools answered "no" to the question. In the Class C grouping, eighteen, or 12.9 per cent, answered "yes" to a "limited" degree; sixty-seven, or 48.3 per cent, answered "yes" to a "moderate" degree; and fifteen, or 10.8 per cent, answered "yes" to a "considerable" degree. Thirty-nine, which represented 28 per cent, of the Class C secondary schools, answered "no."

TABLE XI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE COURSES IN PSYCHOLOGY, SOCIOLOGY, OR
LIFE ADJUSTMENT OFFERED?"

Degree	: Class A		: Class B		: Class C	
	: Num- : ber	Per Cent	: Num- : ber	Per Cent	: Num- : ber	Per Cent
Limited	2	18.2	10	33.3	18	12.9
Moderate	1	9.1	10	33.3	67	48.3
Considerable	6	54.5	4	13.4	15	10.8
No	2	18.2	6	20	39	28

Data presented in Table XII show that three, or 27.3 per cent, of the Class A schools answered "no" to the question: "Are life adjustment units included in regular courses?" Three, or 27.3 per cent, of the Class A schools reported that they included life adjustment units in academic courses to a "limited" degree; one reported that it included them to a "moderate" degree; and four, or 36.3 per cent, reported that they included them to a "considerable" degree. In the Class B category, ten, or 33.3 per cent, indicated "no" to this question. Nine, or 30 per cent, indicated "yes" to a "limited" degree; seven, or 23.3 per cent, indicated "yes" to a "moderate" degree; and four, or 13.4 per cent, indicated "yes" to a "considerable" degree. Forty-four, which represented 31.7 per cent, of the Class C secondary schools answered "no" to this question. Thirty-two, or 23 per cent, answered "yes" to a "limited" extent; fifty-seven, or 41 per cent, answered "yes" to a "moderate" extent; and six, or 4.3 per cent, answered "yes" to a "considerable" extent.

TABLE XII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE LIFE ADJUSTMENT UNITS INCLUDED IN
REGULAR COURSES?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	3	27.3	9	30	32	23
Moderate	1	9.1	7	23.3	57	41
Considerable	4	36.3	4	13.4	6	4.3
No	3	27.3	10	33.3	44	31.7

According to data presented in Table XIII, nine, or 81.8 per cent, of the Class A schools did not offer courses in occupations. One Class A school reported that it offered courses in occupations to a "limited" extent, and one reported that it did to a "moderate" extent. Twenty-eight, or 93.4 per cent, of the thirty Class B high schools reported no offerings of courses in occupations. One Class B school answered "yes" to a "limited" extent, and one answered "yes" to a "moderate" extent. In the Class C category, thirteen, or 9.3 per cent, answered "yes" to a "limited" degree; ten, or 7.2 per cent, answered "yes" to a "moderate" degree; and five, or 3.6 per cent, answered "yes" to a "Considerable" degree. One hundred and eleven, or 79.9 per cent, answered "no" to the question.

TABLE XIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE COURSES IN OCCUPATIONS OFFERED?"

Degree	: Class A		: Class B		: Class C	
	: Num- ber	: Per Cent	: Num- ber	: Per Cent	: Num- ber	: Per Cent
Limited	1	9.1	1	3.3	13	9.3
Moderate	1	9.1	1	3.3	10	7.2
Considerable	0	-	0	-	5	3.6
No	9	81.8	28	93.4	111	79.9

As shown in Table XIV, four, or 36.3 per cent, of the Class A schools reported that they did not offer occupations units in regular courses. Three, or 27.4 per cent, reported that they did provide for occupations units in academic courses to a "limited" degree; and four, or 36.3 per cent, reported that they did to a "moderate" degree. While three, or 10 per cent, of the Class B schools marked "no" to this question, fifteen, or 50 per cent, marked "yes" on a "limited" basis; eight, or 26.6 per cent, marked "yes" on a "moderate" basis; and four, or 13.4 per cent, marked "yes" on a "considerable" basis. In the Class C grouping, forty-six, or 33.2 per cent, indicated that they included occupations units in their courses to a "limited" extent; sixty-three, or 45.4 per cent, indicated that they included them to a "moderate" extent; and three, or 2 per cent, indicated that they included them to a "considerable" extent. Twenty-seven, which represented 19.4 per cent, marked this question negatively.

TABLE XIV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE OCCUPATIONS UNITS IN REGULAR COURSES?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	3	27.4	15	50	46	33.2
Moderate	4	36.3	8	26.6	63	45.4
Considerable	0	-	4	13.4	3	2
No	4	36.3	3	10	27	19.4

As Table XV shows, one, or 9.1 per cent, of the Class A schools reported that it displayed occupational information to a "limited" extent; three, or 27.3 per cent, reported that they did to a "moderate" extent; and six, or 54.5 per cent, reported that they did to a "considerable" extent. One of the Class A schools reported that it did not display occupational information. All thirty reporting Class B schools indicated that they made displays of occupational information available: ten, or 33.3 per cent, to a "limited" extent; five, or 16.7 per cent, to a "moderate" extent; and fifteen, or 50 per cent, to a "considerable" extent. Only one, or .7 per cent, of the 139 reporting Class C secondary schools marked "no" to this question. Eighteen, or 12.9 per cent, marked "yes" to a "limited" degree; fifty-eight, or 41.7 per cent, marked "yes" to a "moderate" degree; and sixty-two, or 44.7 per cent, marked "yes" to a "considerable" degree.

TABLE XV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE DISPLAYS OF OCCUPATIONAL INFORMATION IN
COUNSELING AREA, OFFICE, LIBRARY, ETC.?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	1	9.1	10	33.3	18	12.9
Moderate	3	27.3	5	16.7	58	41.7
Considerate	6	54.5	15	50	62	44.7
No	1	9.1	0	-	1	.7

Data presented in Table XVI show that five, or 45.4 per cent, of the Class A high schools conducted field trips to job sites as part of their school offerings to a "limited" extent; one, or 9.1 per cent, reported that it did to a "moderate" extent; and one reported that it did to a "considerable" extent. Four Class A schools, which represented 36.4 per cent, answered "no" to this question. Eight, or 26.6 per cent, of the Class B schools reported that they provided field trips to job sites to a "limited" degree; three, or 10 per cent, reported that they did to a "moderate" degree; and two, or 6.8 per cent, reported that they did to a "considerable" degree. Seventeen Class B schools, which represented 56.6 per cent, answered that they did not. In the Class C category, thirty-four, or 24.4 per cent, reported "yes" to a "limited" degree; thirty-one, or 22.3 per cent, reported "yes" to a "moderate" degree; and three, or 2.2 per cent, reported "yes" to a "considerable" degree. Seventy-one, or 51.1 per cent, of the Class C schools reported "no" to this question.

TABLE XVIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE DISTRIBUTIVE EDUCATION OFFERINGS (I.E.,
SALESMANSHIP, MERCHANDISING,
ETC.) AVAILABLE?"

Degree	: Class A		: Class B		: Class C	
	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent
Limited	1	9.1	3	10	7	5
Moderate	2	18.2	4	13.3	11	7.9
Considerable	6	54.5	1	3.3	2	1.4
No	2	18.2	22	73.4	119	85.7

TABLE XVI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE FIELD TRIPS TO JOB SITES?"

Degree	: Class A		: Class B		: Class C	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Limited	5	45.4	8	26.6	34	24.4
Moderate	1	9.1	3	10	31	22.3
Considerable	1	9.1	2	6.8	3	2.2
No	4	36.4	17	56.6	71	51.1

The data compiled in Table XVII show that four Class A schools, which represented 36.5 per cent, answered that vocational school clubs were part of their school offerings to a "moderate" degree; six, or 54.5 per cent, answered that vocational school clubs were a part of their offerings to a "considerable" degree. One Class A school reported that it did not provide for vocational school clubs. Five, or 16.7 per cent, of the Class B high schools marked "yes" to a "limited" extent; nine, or 30 per cent, marked "yes" to a "moderate" extent; and fifteen, or 50 per cent, marked "yes" to a "considerable" extent. Only one of the thirty reporting Class B schools marked "no" to this question. In the Class C category, nineteen, or 13.7 per cent, reported "yes" to a "limited" extent; forty-three, or 30.9 per cent, reported "yes" to a "moderate" extent; and forty-seven, or 33.8 per cent, reported "yes" to a "considerable" extent. Thirty, or 21.6 per cent, reported "no" to this question.

TABLE XVII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE VOCATIONAL SCHOOL CLUBS (I.E., FUTURE FARMERS
OF AMERICA, FUTURE TEACHERS OF AMERICA, ETC.)
FUNCTIONING IN THE SCHOOL?"

Degree	: Class A		: Class B		: Class C	
	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent
Limited	0	-	5	16.7	19	13.7
Moderate	4	36.5	9	30	43	30.9
Considerable	6	54.4	15	50	47	33.8
No	1	9.1	1	3.3	30	21.6

As shown in Table XVIII, one Class A school provided distributive education offerings on a "limited" basis; two, or 18.2 per cent, offered them on a "moderate" basis; and six, or 54.5 per cent, offered them on a "considerable" basis. Two Class A schools, which represented 18.2 per cent, did not include distributive education in their offerings. Of the Class B secondary schools, three, or 10 per cent, offered distributive education to a "limited" extent; four, or 13.3 per cent, offered it to a "moderate" extent; and one offered it to a "considerable" extent. Twenty-two, or 73.4 per cent, of the reporting Class C schools reported no distributive education offered. Seven, or 5 per cent, of the Class C schools marked "yes" to a "limited" extent; eleven, or 7.9 per cent, marked "yes" to a "moderate" extent; and two, or 1.4 per cent, marked "yes" to a "considerable" extent. One hundred and nineteen, or 85.7 per cent, marked "no" to the question.

Data presented in Table XIX indicate that two of the eleven reporting Class A schools held group conferences for vocational planning: one to a "moderate" extent and one to a "considerable" extent. Nine, or 81.8 per cent, of the Class A schools reporting no group conferences for vocational planning were held. Eleven, or 36.7 per cent, of the Class B secondary schools reported group conferences were held to a "limited" extent; and three, or 10 per cent, reported they were held to a "moderate" extent. Sixteen, or 53.3 per cent, reported group conferences for vocational planning were not provided in their guidance services. In the Class C grouping, thirty-two, or 23 per cent, marked this question "yes" to a "limited" degree; forty-seven, or 33.8 per cent, marked "yes" to a "moderate" degree; and six, or 4.3 per cent, marked "yes" to a "considerable" degree. Fifty-four, or 38.9 per cent, marked "no."

TABLE XIX

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE GROUP CONFERENCES FOR
VOCATIONAL PLANNING?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	0	-	11	36.7	32	23
Moderate	1	9.1	3	10	47	33.8
Considerable	1	9.1	0	-	6	4.3
No	9	81.8	16	53.3	54	38.9

The data compiled in Table XX show that two, or 18.1 per cent, of the Class A schools included career conferences or Career Days in their guidance offerings to a "limited" degree; one reported that it did to a "moderate" degree; and four, or 36.4 per cent, reported that they did to a "considerable" degree. Four of the Class A high schools, which represented 36.4 per cent, reported that they did not offer career conferences. In the Class B grouping, ten, or 33.3 per cent, reported "yes" to this question on a "limited" basis; seven, or 23.3 per cent, reported "yes" on a "moderate" basis; and four, or 13.4 per cent, reported "yes" on a "considerable" basis. Nine, or 30 per cent, of the Class B schools reported "no." Twenty-two, or 15.8 per cent, marked "yes" to a "limited" degree; fifty-one, or 36.7 per cent, marked "yes" to a "moderate" degree; and twenty-six, or 18.7 per cent, marked "yes" to a "considerable" degree. Forty, or 28.8 per cent, of the Class C schools marked "no" to this question.

TABLE XX

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE CAREER CONFERENCES OR CAREER DAY(S)?"

Degree	: Class A		: Class B		: Class C	
	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent
Limited	2	18.1	10	33.3	22	15.8
Moderate	1	9.1	7	23.3	51	36.7
Considerable	4	36.4	4	13.4	26	18.7
No	4	36.4	9	30	40	28.8

In the Class A category, seven, or 63.6 per cent, responded that they provided opportunities for alumni to talk with students concerning vocations to a "limited" extent; one responded that it did to a "moderate" extent; and two, or 18.2 per cent, responded that they did to a "considerable" extent. One Class A school responded with a "no" to this question. These data are presented in Table XXI. Thirteen, or 43.3 per cent, of the Class B schools answered "yes" to a "limited" extent; four, or 13.3 per cent, answered "yes" to a "moderate" extent; and two, or 6.7 per cent, answered "yes" to a "considerable" extent. Eleven of the thirty reporting Class B schools, which represented 36.7 per cent, answered "no" to this question. Of the 139 reporting Class C high schools, fifty-six, or 40.3 per cent, marked "yes" to a "limited" extent; twenty-seven, or 19.4 per cent, marked "yes" to a "moderate" extent; and nine, or 6.5 per cent, marked "yes" to a "considerable" extent. Forty-seven, or 33.8 per cent, marked "no."

TABLE XXI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE OPPORTUNITIES FOR ALUMNI TO TALK WITH
STUDENTS CONCERNING VOCATIONS?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	7	63.6	13	43.3	56	40.3
Moderate	1	9.1	4	13.3	27	19.4
Considerable	2	18.2	2	6.7	9	6.5
No	1	9.1	11	36.7	47	33.8

Table XXII shows that three, or 27.3 per cent, of the Class A schools provided opportunities for professional workers to talk with students about vocations to a "limited" degree; four, or 36.3 per cent, provided these opportunities to a "moderate" degree; and two, or 18.2 per cent, provided these opportunities to a "considerable" degree. Two of the Class A schools provided no opportunities for professional people to talk with students about vocations. In the Class B category, thirteen, or 43.4 per cent, reported that they provided these opportunities to a "limited" degree; seven, or 23.3 per cent, reported that they did to a "moderate" degree; and two, or 6.7 per cent, reported that they did to a "considerable" degree. Eight of the thirty Class B high schools, which represented 26.6 per cent, reported there were no occasions for professional workers to talk with students about vocations. Fifty-three, or 38.1 per cent, of the Class C schools reported "yes" to a "limited" extent; thirty, or 21.7 per cent, reported "yes" to a "moderate" extent; and seven, or 5 per cent, reported "yes" to a "considerable" extent. Forty-nine, or 35.2 per cent, reported "no" to this question.

As indicated in Table XXII, three, or 27.3 per cent of the Class A schools reported that they provided opportunities for semiprofessional workers to talk with students

TABLE XXII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA
SECONDARY SCHOOLS TO THE QUESTION, "ARE THERE OPPORTUNITIES FOR ANY
OF THE FOLLOWING TYPES OF WORKERS TO TALK WITH STUDENTS ABOUT
VOCATIONS; (1) PROFESSIONAL; (2) SEMIPROFESSIONAL;
(3) CLERICAL; (4) SKILLED; (5) SEMISKILLED?"

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Are there opportunities for any of the following types of workers to talk with students concerning vocations:							
(1) professional?	Limited	3	27.3	13	43.4	53	38.1
	Moderate	4	36.3	7	23.3	30	21.7
	Considerable	2	18.2	2	6.7	7	5
	No	2	18.2	8	26.6	49	35.2
(2) semiprofessional?	Limited	3	27.3	9	30	46	33.1
	Moderate	2	18.2	9	30	27	19.4
	Considerable	2	18.2	1	3.3	1	.7
	No	4	36.3	11	36.7	65	46.8
(3) clerical?	Limited	5	45.4	11	36.7	51	36.7
	Moderate	2	18.2	8	26.6	33	23.8
	Considerable	1	9.1	2	6.7	2	1.4
	No	3	27.3	9	30	53	38.1
(4) skilled?	Limited	4	36.3	12	40	40	28.8
	Moderate	2	18.2	7	23.3	27	19.4
	Considerable	2	18.2	1	3.3	2	1.4
	No	3	27.3	10	33.4	70	50.4

TABLE XXII (continued)

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
(5) semiskilled?	Limited	2	18.2	10	33.3	36	25.9
	Moderate	3	27.3	5	16.7	21	15.1
	Considerable	2	18.2	1	3.3	1	.7
	No	4	36.3	14	46.7	81	58.3

about vocations to a "limited" degree; two, or 18.2 per cent, reported that they did to a "moderate" degree; and two, or 18.2 per cent, reported that they did to a "considerable" degree. Four of the Class A schools, which represented 36.3 per cent, reported that they did not provide occasions for semiprofessional people to talk with students about vocations. In the Class B category, nine, or 30 per cent, answered "yes" to a "limited" extent when presented with this question; nine also answered "yes" to a "moderate" extent; and one answered "yes" to a "considerable" extent. Eleven, or 36.7 per cent, answered "no" to this question. Forty-six, or 33.1 per cent, marked "yes" to a "limited" extent; twenty-seven, or 19.4 per cent, marked "yes" to a "moderate" extent; and one, or .7 per cent, marked "yes" to a "considerable" extent. Sixty-five of the Class C schools, which represented 46.8 per cent, marked "no" when asked the question.

Table XXII further shows that five, or 45.4 per cent, of the Class A schools provided opportunities for clerical workers to talk with students about vocations to a "limited" degree; two, or 18.2 per cent, provided these opportunities to a "moderate" degree; and one provided these opportunities to a "considerable" degree. Three, or 27.3 per cent, of the Class A schools did not provide opportunities for clerical

workers to talk with students about vocations. In the Class B grouping, eleven, or 36.7 per cent, marked "yes" to a "limited" degree; eight, or 26.6 per cent, marked "yes" to a "moderate" degree; and two, or 6.7 per cent, marked "yes" to a "considerable" degree. Nine, or 30 per cent, marked "no" to this question. Fifty-one, or 36.7 per cent, of the Class C high schools reported that they did provide occasions for clerical workers to talk with students about occupations to a "limited" extent; thirty-three, or 23.8 per cent, reported that they did to a "moderate" extent; and two, or 1.4 per cent, reported that they did to a "considerable" extent. Fifty-three, or 38.1 per cent, of the Class C schools reported that they did not offer these opportunities to their students.

The data compiled in Table XXII show that four, or 36.3 per cent, of the Class A schools provided opportunities for skilled workers to talk with students about occupations to a "limited" degree; two, or 18.2 per cent, provided these opportunities to a "moderate" degree; and two also provided these opportunities to a "considerable" degree. Three Class A schools reported that they did not include these opportunities in their group guidance programs. In the Class B category, twelve, or 40 per cent, reported "yes" on a "limited" basis; seven, or 23.3 per cent, reported "yes" on a "moderate" basis; and one reported "yes" on a

"considerable" basis. Ten, or 33.4 per cent, of the thirty reporting Class B schools reported "no" to this question. Forty, or 28.8 per cent, of the Class C size high schools answered "yes" to a "limited" degree; twenty-seven, or 19.4 per cent, answered "yes" to a "moderate" degree; and two, or 1.4 per cent, answered "yes" to a considerable degree. Seventy of the Class C schools, which represented 50.4 per cent, answered "no" to this question.

The responses illustrated in Table XXII further show that two, or 18.2 per cent, of the Class A schools provided opportunities for semiskilled workers to talk with students about vocations to a "limited" degree; three, or 27.3 per cent, did to a "moderate" degree; and two, or 18.2 per cent, did to a "considerable" degree. Four of the Class A schools, which represented 36.3 per cent, indicated that there were no occasions for semiskilled workers to talk with students about vocations. In the Class B category, ten, or 33.3 per cent, marked "yes" to this question to a "limited" degree; five, or 16.7 per cent, marked "yes" to a "moderate" degree; and one, or 3.3 per cent, marked "yes" to a "considerable" degree. Fourteen of the thirty reporting Class B schools, which represented 46.7 per cent, marked "no" to the question. Thirty-six, or 25.9 per cent, answered affirmatively to a "limited" extent; twenty-one, or 15.1 per cent, answered affirmatively to a "moderate" extent; and one, or .7 per

cent, answered affirmatively to a "considerable" extent. Eighty-one, or 58.3 per cent, of the Class C schools answered negatively to this question.

III. ORIENTATION SERVICE

Table XXIII shows that three, or 27.3 per cent, of the Class A schools provided an orientation program to a "limited" extent; five, or 45.4 per cent, did to a "moderate" extent; and one did to a "considerable" extent. Two, or 18.2 per cent, provided no orientation program. In the Class B schools, eight, or 26.7 per cent, indicated that they included an orientation program in their offerings to a "limited" degree; sixteen, or 53.3 per cent, indicated that they did to a "moderate" degree; and three, or 10 per cent, of the Class B schools indicated that they did not provide an orientation program. Thirty-four, or 24.4 per cent, of the Class C high schools reported "yes" to this question on a "limited" basis; fifty-four, or 38.9 per cent, reported "yes" on a "moderate" basis; and sixteen, or 11.5 per cent, reported "yes" on a "considerable" basis. Thirty-five of the Class C schools, which constituted 25.2 per cent, reported "no" to this question.

TABLE XXIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"IS AN ORIENTATION PROGRAM INCLUDED IN THE
SCHOOL'S OFFERINGS?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	3	27.3	8	26.7	34	24.4
Moderate	5	45.4	16	53.3	54	38.9
Considerable	1	9.1	3	10	16	11.5
No	2	18.2	3	10	35	25.2

The data presented in Table XXIV show that two, or 18.1 per cent, of the Class A high schools answered "yes" to a "limited" degree to the question: "Does the orientation program orient the students to any of the following: course offerings?" Four, or 36.4 per cent, of the Class A schools answered "yes" to a "moderate" degree; and four, or 36.4 per cent, answered "yes" to a "considerable" degree. One Class A school answered "no" to this question. In the Class B category, seven, or 23.3 per cent, answered "yes" to a "limited" degree; eleven, or 36.7 per cent, answered "yes" to a "moderate" degree; and ten, or 33.3 per cent, answered "yes" to a "considerable" degree. Two of the thirty reporting Class B schools answered "no." Twenty-four, or 17.3 per cent, of the Class C schools marked "yes" to this question on a "limited" basis; Fifty-two, or 37.4 per cent, marked "yes" on a "moderate" basis; and thirty-two, or 23 per cent, marked "yes" on a "considerable" basis. Thirty-one, or 22.3 per cent, marked "no" to the question.

Table XXIV shows that two, or 18.1 per cent, of the Class A schools oriented their students to the grading practices of the school on a "limited" basis; two also oriented their students to the grading practices of the school on a "moderate" basis; and one oriented its students to the grading practices of the school on a "considerable"

TABLE XXIV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA
SECONDARY SCHOOLS TO THE QUESTION, "DOES THE ORIENTATION PROGRAM ORIENT
THE STUDENTS TO ANY OF THE FOLLOWING: (1) COURSE OFFERINGS; (2)
GRADING PRACTICES; (3) GOOD STUDY TECHNIQUES; (4) STUDENT-
TEACHER RELATIONSHIPS; (5) GENERAL ORGANIZATION OF
SCHOOL; (6) RULES OF CONDUCT, DRESS, ETC?"

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Does the orientation program orient the students to any of the following:							
(1) course offerings?	Limited	2	18.1	7	23.3	24	17.3
	Moderate	4	36.4	11	36.7	52	37.4
	Considerable	4	36.4	10	33.3	32	23
	No	1	9.1	2	6.7	31	22.3
(2) grading practices?	Limited	2	18.2	2	6.7	31	22.3
	Moderate	2	18.2	10	33.3	49	35.3
	Considerable	1	9.1	11	36.7	18	12.9
	No	6	54.5	7	23.3	41	29.5
(3) good study techniques?	Limited	4	36.3	7	23.3	27	19.4
	Moderate	3	27.3	14	46.7	48	34.5
	Considerable	1	9.1	5	16.7	14	10.1
	No	3	27.3	4	13.3	50	36
(4) student-teacher relationships?	Limited	4	36.3	6	20	27	19.4
	Moderate	2	18.2	11	36.7	44	31.7
	Considerable	2	18.2	5	16.7	15	10.8
	No	3	27.3	8	26.6	53	38.1

TABLE XXIV (continued)

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
(5) general organization of school?	Limited	6	54.5	10	33.3	30	21.6
	Moderate	3	27.3	10	33.3	53	38.1
	Considerable	1	9.1	6	20	21	15.1
	No	1	9.1	4	13.4	35	25.2
(6) rules of conduct, dress, etc.?	Limited	4	36.4	9	30	28	20.2
	Moderate	4	36.4	11	36.7	52	37.4
	Considerable	1	9.1	7	23.3	21	15.1
	No	2	18.1	3	10	38	27.3

basis. Six, or 54.5 per cent, of the Class A schools reported that this aspect of group guidance was omitted. In the Class B grouping, two, or 6.7 per cent, answered "yes" to a "limited" degree; ten, or 33.3 per cent, answered "yes" to a "moderate" degree; and eleven, or 36.7 per cent, answered "yes" to a "considerable" degree. Seven of the Class B high schools, which represented 23.3 per cent, answered "no" to the question. Thirty-one, or 22.3 per cent, of the Class C schools marked "yes" to the question to a "limited" extent; forty-nine, or 35.3 per cent, marked "yes" to a "moderate" extent; and eighteen, or 12.9 per cent, marked "yes" to a "considerable" extent. Forty-one, or 29.5 per cent, marked "no" to the question.

As further illustrated in Table XXIV, four, or 36.3 per cent, of the Class A high schools oriented their students to good study techniques on a "limited" basis; three, or 27.3 per cent, reported that they did on a "moderate" basis; and one reported that it did on a "considerable" basis. Three of the Class A schools, which represented 27.3 per cent, did not orientate their students to good study techniques. Seven, or 23.3 per cent, of the Class B schools reported "yes" to a "limited" extent; fourteen, or 46.7 per cent, reported "yes" to a "moderate" extent; and five, or 16.7 per cent, reported "yes" to a "considerable"

extent. Four, or 13.3 per cent, reported "no." In the Class C category, twenty-seven, or 19.4 per cent, marked "yes" to a "limited" degree; forty-eight, or 34.5 per cent, marked "yes" to a "moderate" degree; and fourteen, or 10.1 per cent, marked "yes" to a "considerable" degree. Of the 139 reporting Class C schools, fifty, or 36 per cent, marked "no" to the question.

Table XXIV shows that four, or 36.3 per cent, of the Class A school oriented their students to good student-teacher relationships on a "limited" basis; two, or 18.2 per cent, oriented their students on a "moderate" basis; and two oriented their students on a "considerable" basis. Three of the Class A schools, which represented 27.3 per cent, reported that they did not orientate their students to good student-teacher relations. In the Class B secondary schools, six, or 20 per cent, answered "yes" to a "limited" degree; eleven, or 36.7 per cent, answered "yes" to a "moderate" degree; and five, or 16.7 per cent, answered "yes" to a "considerable" degree. Eight of the Class B schools, which represented 26.6 per cent, answered "no." Twenty-seven, or 19.4 per cent, answered affirmatively to a "limited" degree; forty-four, or 31.7 per cent answered affirmatively to a "moderate" degree; and fifteen, or 10.8 per cent, answered affirmatively to a "considerable" degree. Fifty-three of the Class C schools, which represented 38.1 per

cent, answered negatively.

The data presented in Table XXIV further indicates six, or 54.5 per cent, of the Class A schools oriented their students to the organization of the school on a "limited" basis; three, or 27.3 per cent, did on a "moderate" basis; and one did on a "considerable" basis. One of the Class A schools did not orientate students to the general organization of the school. Of the Class B schools, ten, or 33.3 per cent, reported "yes" to a "limited" degree; ten, or 33.3 per cent, reported "yes" to a "moderate" degree; and six, or 20 per cent, reported "yes" to a "considerable" degree. Four of the Class B schools, which represented 13.4 per cent, reported no orientation to the organization of the school. Thirty, or 21.6 per cent, of the Class C schools marked "yes" to a "limited" degree; fifty-three, or 38.1 per cent, marked "yes" to a "moderate" degree; and twenty-one, or 15.1 per cent, marked "yes" to a "considerable" degree. Thirty-five, or 25.2 per cent, of the Class C schools marked "no" to this question.

According to data presented in Table XXIV, four, or 36.4 per cent, of the Class A schools reported that they oriented their students to a "limited" extent on rules of dress and conduct; four reported that they did to a "moderate" extent; and one reported that it did to a "considerable" extent. Two of the Class A schools, which represented

18.2 per cent, reported their programs did not include this aspect of group guidance. Of the thirty reporting Class B high schools, nine, or 30 per cent, marked "yes" to a "limited" extent; eleven, or 36.7 per cent, marked "yes" to a "moderate" extent; and seven, or 23.3 per cent, marked "yes" to a "considerable" extent. Three, or 10 per cent, of the Class B schools marked "no" to the question. Twenty-eight, or 20.2 per cent, indicated "yes" to a "limited" degree in the Class C category; fifty-two, or 37.4 per cent, indicated "yes" to a "moderate" degree; and twenty-one, or 15.1 per cent, indicated "yes" to a "considerable" degree. Thirty-eight, or 27.3 per cent, indicated "no" to the question.

As Table XXV indicates, eight, of the Class A schools answered that their school programs provided for prospective students visiting the schools: four, or 36.3 per cent, to a "limited" degree; two, or 18.2 per cent, to a "moderate" degree; and two, or 18.2 per cent, to a "considerable" degree. Three of the eleven reporting Class A schools indicated their orientation programs did not provide for prospective student visits to the school. In the Class B secondary school grouping, five, or 16.7 per cent, answered "yes" to a "limited" extent; ten, or 33.3 per cent, answered "yes" to a "moderate" extent; and three, or 10 per cent, answered "yes" to a "considerable" extent. Twelve of

the Class B schools, which represented 40 per cent, answered "no" when asked the question. Twenty, or 14.4 per cent, of the Class C schools answered affirmatively to a "limited" extent; twenty-nine, or 20.8 per cent, answered affirmatively to a "moderate" extent; and twenty, or 14.4 per cent, answered affirmatively to a "considerable" extent. Seventy of the 139 reporting Class C schools answered negatively to this question.

TABLE XXV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION, "DOES THE ORIENTATION PROGRAM PROVIDE FOR PROSPECTIVE STUDENT VISITS TO THE SCHOOL?"

Degree	: Class A		: Class B		: Class C	
	: Num- : ber	Per Cent	: Num- : ber	Per Cent	: Num- : ber	Per Cent
Limited	4	36.3	5	16.7	20	14.4
Moderate	2	18.2	10	33.3	29	20.8
Considerable	2	18.2	3	10	20	14.4
No	3	27.3	2	40	70	50.4

Data presented in Table XXVI show that two, or 18.1 per cent, of the Class A schools held conferences for prospective students visiting the schools to a "limited" degree; one did to a "moderate" degree; and four, or 36.4 per cent, did to a "considerable" degree. Four of the Class A schools, which represented 36.4 per cent, had not held conferences with prospective students visiting their schools. In the Class B category, three, or 10 per cent, marked "yes" to a "limited" degree when asked this question; nine, or 30 per cent, marked "yes" to a "moderate" degree; and two, or 6.7 per cent, marked "yes" to a "considerable" degree. Sixteen, or 53.3 per cent, marked "no" to this question. Nineteen, or 13.7 per cent, of the Class C secondary schools indicated "yes" to a "limited" extent; twenty-seven, or 19.4 per cent, indicated "yes" to a "moderate" extent; and thirteen, or 9.3 per cent, indicated "yes" to a "considerable" extent. Eighty, or 57.6 per cent, indicated "no" to the question.

TABLE XXVI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE GROUP CONFERENCES HELD FOR PROSPECTIVE
STUDENTS VISITING THE SCHOOL?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	2	18.1	3	10	19	13.7
Moderate	1	9.1	9	30	27	19.4
Considerable	4	36.4	2	6.7	13	9.3
No	4	36.4	16	53.3	80	57.6

Table XXVII indicates that four of the Class A schools responded affirmatively to this question: three, or 27.3 per cent, to a "limited" extent and one, or 9.1 per cent to a "considerable" extent. Seven of the Class A secondary schools, which represented 63.6 per cent, responded negatively to the question. In the Class B grouping, fifteen, or 50 per cent, responded negatively. Five, or 16.7 per cent, of the Class B schools answered "yes" to a "limited" degree; six, or 20 per cent, answered "yes" to a "moderate" degree; and four, or 13.3 per cent, answered "yes" to a "considerable" degree. Of the 139 reporting Class C schools, thirty-one, or 22.3 per cent, indicated "yes" to a "limited" degree; and thirty-one also indicated "yes" to a "moderate" degree; eight, or 5.8 per cent, indicated "yes" to a "considerable" degree. Sixty-nine, or 49.6 per cent, of the Class C schools indicated "no" to this question.

TABLE XXVII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THERE GROUP SOCIAL ACTIVITIES TO PROVIDE
PERSONAL CONTACT AMONG STUDENTS NEW TO THE
SCHOOL, STUDENTS PREVIOUSLY ENROLLED IN
THE SCHOOL, AND FACULTY?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	3	27.3	5	16.7	31	22.3
Moderate	0	-	6	20	31	22.3
Considerable	1	9.1	4	13.3	8	5.8
No	7	63.6	15	50	69	49.6

Data presented in Table XXVIII show that three of the Class A schools included orientation courses in their programs: two to a "limited" degree and one to a "moderate" degree. Eight of the eleven reporting Class A schools, which represented 72.8 per cent, did not offer orientation courses. Twenty-seven, or 90 per cent, of the Class B schools reported that they did not offer extended orientation courses. Three, or 10 per cent, reported that they did to a "moderate" degree. In the Class C category, fourteen reported that they offered orientation courses: five, or 3.6 per cent, to a "limited" extent; eight, or 5.7 per cent, to a "moderate" extent; and one, or .7 per cent, to a "considerable" extent. One hundred and twenty-five of the Class C schools, which represented 90 per cent, reported orientation courses were not offered in their programs.

TABLE XXVIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"DOES THE ORIENTATION PROGRAM INCLUDE EXTENDED
ORIENTATION COURSES?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	2	18.1	0	-	5	3.6
Moderate	1	9.1	3	10	8	5.7
Considerable	0	-	0	-	1	0.7
No	8	72.8	27	90	125	90

As illustrated in Table XXIX, all Class A schools reported that orientation was not the sole responsibility of the classroom teacher. Twenty-nine, or 96.7 per cent, of the Class B schools reported "no" to this question. One Class B school responded "yes." One hundred and twenty-two of the 139 reporting Class C schools, which represented 87.8 per cent, reported "no" while seventeen, or 12.2 per cent, reported "yes."

TABLE XXIX

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"IS ORIENTATION THE SOLE RESPONSIBILITY
OF THE TEACHER?"

Class	Yes	Per Cent	No	Per Cent
Class A	0		11	100
Class B	1	3.3	29	96.7
Class C	17	12.2	122	87.8

Table XXX shows that six, or 54.5 per cent, of the Class A schools reporting an evening orientation meeting for parents of new and/or prospective students once each year. Eleven, or 36.7 per cent, of the Class B schools reported such a meeting once a year. Of the 139 reporting

Class C high schools, five, or 3.6 per cent, reported this type of meeting was held once a semester; and thirty, or 21.6 per cent, reported it was held once a year.

TABLE XXX

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION, "IS THERE AN EVENING ORIENTATION MEETING FOR PARENTS OF PROSPECTIVE STUDENTS OR STUDENTS NEW TO THE SCHOOL?"

Frequency	: Class : A	: Per : Cent	: Class : B	: Per : Cent	: Class : C	: Per : Cent
Once each semester	0		0		5	3.6
Once each year	6	54.5	11	36.7	30	21.6

IV. INDIVIDUAL INVENTORY SERVICE

The data compiled in Table XXXI show that all of the eleven reporting Class A high schools conducted psychological tests and inventories in groups. Twenty-five, or 83.4 per cent, of the Class B schools reported conducting tests and inventories in group situations; five, or 16.6 per cent, reported that they did not. In the Class C grouping, 118, or 84.9 per cent, answered "yes" to the question while twenty-one, or 15.1 per cent, answered "no."

TABLE XXXI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE PSYCHOLOGICAL TESTS AND INVENTORIES
CONDUCTED IN GROUPS?"

Class	Yes	Per Cent	No	Per Cent
Class A	11	100	0	
Class B	25	83.4	5	16.6
Class C	118	84.9	21	15.1

Within the limits of this research, Table XXXII shows the number of schools administering tests to groups of students. The California Test of Mental Maturity was used in groups by three, or 27.3 per cent, of the eleven Class A schools; it was used by eight, or 26.6 per cent, of the thirty Class B schools; and it was used by forty-eight, or 34.5 per cent, of the 139 reporting Class C schools.

Seven of the eleven Class A high schools, which represented 63.6 per cent, reported using the Otis Quick-Scoring Mental Ability Test. In the Class B category, twenty-one, or 70 per cent, reported using the Otis test. Ninety-six, or 69 per cent, of the Class C schools reported that they used this test.

The Kuhlmann-Anderson Intelligence Tests were used by three, or 27.3 per cent, of the Class A schools. This test was used by five, or 16.6 per cent, of the thirty reporting Class B schools. Forty-six, or 33.1 per cent, of the Class C high schools indicated that they used the Kuhlmann-Anderson Intelligence Tests.

As is further illustrated in Table XXXII, one Class A school reported using the Henmon-Nelson Tests of Mental Ability while eight, or 26.6 per cent, of the thirty Class B schools reported using it. Thirty-nine, or 28.1 per cent, of the 139 reporting Class C secondary schools reported that they gave the Henmon-Nelson Tests of Mental Ability in groups.

Table XXXII further shows the numbers of schools in each class administering aptitude tests to groups of students. Seven of the eleven returned Class A questionnaires, which represented 63.6 per cent, indicated that the General Aptitude Test Battery was conducted in groups. Fifteen, or 50 per cent, of the thirty returned Class B questionnaires indicated that this test was used; and fifty-four, or 38.8 per cent, of the 139 returned Class C questionnaires indicated that this test was given in groups.

The Differential Aptitude Test Battery was administered in six, or 54.5 per cent, of the Class A high schools. It was administered in eleven, or 36.7 per cent, of the Class B schools and in sixty-one, or 43.9 per cent, of the Class C high schools.

TABLE XXXII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS AS TO WHICH TESTS ARE
CONDUCTED IN GROUPS

Tests	Class A		Class B		Class C	
	Yes	Per Cent	Yes	Per Cent	Yes	Per Cent
Academic-Aptitude Tests						
California Test of Mental Maturity	3	27.3	8	26.6	48	34.5
Otis Quick-Scoring Mental Ability Test	7	63.6	21	70	96	69
Kuhlmann-Anderson Intelligence Tests	3	27.3	5	16.6	46	33.1
Henmon-Nelson Tests of Mental Ability	1	9.1	8	26.6	39	28.1
Aptitude Tests						
General Aptitude Test Battery	7	63.6	15	50	54	38.8
Differential Aptitude Test Battery	6	54.5	11	36.7	61	43.9
Revised Minnesota Paper Form Board Test	0		3	10	0	
Bennett Mechanical Comprehension Tests	1	9.1	1	3.3	5	3.6
Achievement Tests						
California Achievement Tests	0		0		6	4.3
Science Research Associates Achievement Tests	0		1	3.3	14	10
Stanford Achievement Tests	3	27.3	3	10	13	9.4
Iowa Tests of Educational Development	9	81.8	26	86.5	135	97.1
Interest Tests						
Kuder Preference Record--Vocational	10	90.8	28	93.3	125	90
Strong Vocational Interest Blanks	2	18.2	7	23.4	25	18
Occupational Interest Inventory	0		4	13.3	18	12.9

None of the reporting Class A and Class C schools reported using the Revised Minnesota Paper Form Board Test. Three, or 10 per cent, of the thirty Class B schools indicated that they administered it.

One of the eleven Class A secondary schools, which represented 9.1 per cent, indicated that it gave the Bennett Mechanical Comprehension Tests to groups of students. One of the thirty Class B schools, or 3.3 per cent, indicated that they gave this test to students, and five of the 139 Class C schools, or 3.6 per cent, indicated that they gave this test to students in group situations.

As shown in Table XXXII, the California Achievement Tests were not administered in groups by either the Class A or the Class B schools. Six, or 4.3 per cent, of the 139 Class C questionnaires indicated that this achievement test was given.

None of the Class A secondary schools included in this study reported using the Science Research Associates Achievement Tests. One Class B school, which represented 3.3 per cent, reported using it, and fourteen Class C schools, which represented 10 per cent, reported administering it to groups of students.

The Stanford Achievement Tests were given by three, or 27.3 per cent, of the eleven reporting Class A high schools. This test was also given by three, or 10 per

cent, of the thirty reporting Class B schools. Thirteen, which constitutes 9.4 per cent, of the Class C school questionnaires indicated that this achievement test was given.

As further illustrated in Table XXXII, the Iowa Tests of Educational Development were administered in nine, or 81.8 per cent, of the Class A schools. The Iowa tests were administered in twenty-six, or 86.5 per cent, of the Class B schools and in 135 or 97.1 per cent, of the Class C schools.

In the interest test grouping, ten, or 90.8 per cent, of the Class A schools reported administering the Kuder Preference Record--Vocational. Twenty-eight, or 93.3 per cent, of the thirty Class B schools reported administering this test while 125, or 90 per cent, of the 139 Class C schools reported administering it.

The Strong Vocational Interest Blanks were administered by two, or 18.2 per cent, of the Class A schools. The test was administered in seven, or 23.4 per cent, of the thirty Class B schools and in twenty-five, or 18 per cent, of the 139 reporting Class C schools.

None of the Class A schools indicated that the Occupational Interest Inventory was given in groups to their students. Four, or 13.3 per cent, of the Class B schools reported using the Occupational Interest Inventory while

eighteen, or 12.9 per cent, of the Class C schools reported using it.

In addition to the tests shown in Table XXXII, there was space provided on the questionnaire for the principals and guidance personnel to indicate if any other tests were administered to groups of students. Thirteen schools reported that the Lorge-Thorndike Intelligence Tests were given to students in groups. One school indicated that it used the Science Research Associates' Primary Mental Abilities test. The Kuhlmann-Finch Tests were reported being used in one school.

In the aptitude testing category, seven questionnaires indicated that the Iowa Algebra Aptitude Test was administered. The Flanagan Aptitude Classification Tests were given in nine of the reporting schools. Six principals and guidance workers participating in the study stated that the Air Force Preference Inventory was administered to groups of students. One school reported that the Science Research Associates' Clerical Aptitudes and Reading Record were used. Two questionnaires indicated that the Science Research Associates' Mechanical Aptitudes test was given. One school reported using the Iowa Silent Reading Tests in addition to the other aptitude tests shown in Table XXXII.

Table XXXIII shows the numbers of schools administering inventories to students in group situations. The

California Test of Personality was used by four, or 13.3 per cent, of the Class B schools while twenty, or 14.4 per cent, of the Class C schools reported using the test. None of the Class A schools indicated that they administered the test.

Two of the Class A schools, which represented 18.2 per cent, indicated that they used the Kuder Preference Record--Personal. This inventory was used by six, or 20 per cent, of the Class B schools and by forty-six, or 33.1 per cent, of the Class C schools.

As is further illustrated in Table XXXIII, one Class A school and one Class B school reported using the Minnesota Multiphasic Personality Inventory. Four Class C high schools, which represented 2.8 per cent, stated that they used this inventory.

Table XXXIII continues to illustrate the numbers of schools participating in the study that used social adjustment inventories. The Mooney Problem Check Lists were used by three, or 27.3 per cent, of the Class A schools. These problem check lists were used by fifteen, or 50 per cent, of the Class B schools and by thirty-three, or 23.8 per cent, of the Class C schools.

One Class A school indicated that it used the Science Research Associates' Youth Inventory. Four, or 13.3 per cent, of the Class B secondary schools indicated

TABLE XXXIII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS AS TO WHICH
INVENTORIES ARE CONDUCTED IN GROUPS

Inventories	Class A		Class B		Class C	
	Yes	Per Cent	Yes	Per Cent	Yes	Per Cent
Personal						
California Test of Personality	0		4	13.3	20	14.4
Kuder Preference Record--Personal	2	18.2	6	20	46	33.1
Minnesota Multiphasic Personality Inventory	1	9.1	1	3.3	4	2.8
Social						
Mooney Problem Check List	3	27.3	15	50	33	23.8
Science Research Associates' Youth Inventory	1	9.1	4	13.3	18	12.9

that they used this inventory while eighteen, or 12.9 per cent, of the Class C schools indicated that they used it.

Those individuals completing the questionnaires had opportunities to indicate the names of other inventories they might use in addition to the personal and social adjustment inventories shown in Table XXXIII. Six of the participating schools reported administering the Minnesota Counseling Inventory, and one school reported administering the California Picture Inventory to groups of students.

As shown in Table XXXIV, four, or 36.4 per cent, of the Class A schools indicated that testing was preceded by group orientation to a "limited" degree; four indicated that testing was preceded by group orientation to a "moderate" degree; and one indicated that testing was preceded by group orientation to a "considerable" degree. Two of the Class A schools, which represented 18.1 per cent, indicated "no" to this question. In the Class B grouping, ten, or 33.3 per cent, marked "yes" to a "limited" degree; eight, or 26.7 per cent, marked "yes" to a "moderate" degree; and three, or 10 per cent, marked "yes" to a "considerable" degree. Nine, or 30 per cent, of the Class B schools reported that testing was not preceded by group orientation. Twenty-six, or 18.7 per cent, of the Class C schools answered affirmatively to a "limited" extent; fifty-four, or 38.9 per cent, answered affirmatively to a "moderate"

extent; and twenty-nine, or 20.8 per cent, answered affirmatively to a "considerable" extent. Thirty, or 21.6 per cent, of the Class C schools answered negatively.

TABLE XXXIV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION
"IS THE TESTING PRECEDED BY GROUP ORIENTATION?"

Degree	: Class A		: Class B		: Class C	
	: Num-	Per	: Num-	Per	: Num-	Per
	: ber	Cent	: ber	Cent	: ber	Cent
Limited	4	36.4	10	33.3	26	18.7
Moderate	4	36.4	8	26.7	54	38.9
Considerable	1	9.1	3	10	29	20.8
No	2	18.1	9	30	30	21.6

As the data compiled in Table XXXV indicate, three, or 27.3 per cent, of the Class A schools reported that they interpreted and explained the results of psychological tests and inventories in groups to a "limited" extent; four, or 36.3 per cent, reported that they did to a "moderate" extent; and two, or 18.2 per cent, reported that they did to a "considerable" extent. Two, or 18.2 per cent, of the Class A schools reported that they did not. Four, or 13.3 per cent, of the Class B secondary schools answered "yes" to a "limited" degree; two, or 6.8 per cent, answered "yes" to a

"moderate" degree; and seven, or 23.3 per cent, answered "yes" to a "considerable" degree. Seventeen, which represented 56.6 per cent, of the Class B schools, answered "no" to the question. In the Class C category, twenty, or 14.4 per cent, answered to the affirmative on a "limited" basis; thirty-nine, or 28 per cent, answered to the affirmative on a "moderate" basis; and twenty-one, or 15.1 per cent, answered to the affirmative on a "considerable" basis. Of the 139 reporting Class C schools, fifty-nine, or 42.5 per cent, answered negatively.

TABLE XXXV

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL
OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION,
"ARE THE RESULTS OF PSYCHOLOGICAL TESTS AND
INVENTORIES INTERPRETED AND
EXPLAINED IN GROUPS?"

Degree	Class A		Class B		Class C	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Limited	3	27.3	4	13.3	20	14.4
Moderate	4	36.3	2	6.8	39	28
Considerable	2	18.2	7	23.3	21	15.1
No	2	18.2	17	56.6	59	42.5

V. PLACEMENT SERVICE

Table XXXVI shows that four, or 36.4 per cent, of the Class A schools presented and discussed letters of applications in group situations to a "limited" degree; five, or 45.4 per cent, reported that they did to a "moderate" degree. Two, or 18.2 per cent, of the Class A schools reported that they did not. Of the thirty reporting Class B schools, ten, or 33.3 per cent, marked "yes" to a "limited" extent; eight, or 26.6 per cent, marked "yes" to a "moderate" extent; and one, or 3.3 per cent, marked "yes" to a "considerable" extent. Eleven, which represented 36.8 per cent of the Class B schools, marked "no" to the question. In the Class C category, thirty-six, or 25.9 per cent, answered "yes" to a "limited" extent; fifty-three, or 38.1 per cent, answered "yes" to a "moderate" extent; and eight, or 5.8 per cent, answered "yes" to a "considerable" extent. Forty-two, or 30.2 per cent, of the Class C schools answered "no" to this question.

The data presented in Table XXXVI show that four, or 36.4 per cent, of the Class A schools answered "yes" to a "limited" degree to the question: "Are any of the following problems in placement presented and discussed in group situations: (2) written résumés of training and experience?" Four, or 36.4 per cent, of the Class A schools presented and

TABLE XXXVI

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA SECONDARY SCHOOLS TO THE QUESTION, "ARE ANY OF THE FOLLOWING PROBLEMS IN PLACEMENT PRESENTED AND DISCUSSED IN GROUP SITUATIONS: (1) LETTERS OF APPLICATION; (2) WRITTEN RÉSUMÉS OF TRAINING AND EXPERIENCE; (3) EMPLOYMENT INTERVIEWS; (4) USE OF EMPLOYMENT AGENCIES?"

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Are any of the following problems in placement presented and discussed in group situations:							
(1) letters of application?	Limited	4	36.4	10	33.3	36	25.9
	Moderate	5	45.4	8	26.6	53	38.1
	Considerable	0		1	3.3	8	5.8
	No	2	18.2	11	36.8	42	30.2
(2) written résumés of training and experience?	Limited	4	36.4	10	33.3	27	19.4
	Moderate	4	36.4	3	10	35	25.2
	Considerable	0		1	3.3	6	4.3
	No	3	27.2	16	53.4	71	51.1
(3) employment interviews?	Limited	6	54.5	8	26.6	26	18.7
	Moderate	3	27.3	6	20	40	28.8
	Considerable	0		0		10	7.2
	No	2	18.2	16	53.4	63	45.3

TABLE XXXVI (continued)

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
(4) use of employment agencies?	Limited	4	36.4	13	43.4	30	21.6
	Moderate	5	45.4	6	20	38	27.3
	Considerable	0		1	3.3	11	7.9
	No	2	18.2	10	33.3	60	43.2

discussed this problem in placement to a "moderate" degree. Of the eleven reporting Class A schools, three, or 27.2 per cent, reported that they did not provide for this aspect of group guidance. Ten, or 33.3 per cent, of the Class B schools marked "yes" to a "limited" degree; three, or 10 per cent, marked "yes" to a "moderate" degree; and one, or 3.3 per cent, marked "yes" to a "considerable" degree. Sixteen, which represented 53.4 per cent, of the Class B schools reported that they did not include this aspect of group guidance in their programs. In the Class C category, twenty-seven, or 19.4 per cent, answered "yes" to a "limited" extent; thirty-five, or 25.2 per cent, answered "yes" to a "moderate" extent; and six, or 4.3 per cent, answered "yes" to a "considerable" extent. Seventy-one, which represented 51.1 per cent, of the 139 reporting Class C schools answered "no" to the question.

Data compiled in Table XXXVI further show that six, or 54.5 per cent, of the Class A schools presented and discussed the employment interview in group situations to a "limited" degree; three, or 27.3 per cent, reported that they did to a "moderate" degree. Two, or 18.2 per cent, of the Class A schools reported that they did not. Eight, or 26.6 per cent, of the Class B schools answered "yes" to a "limited" degree; six, or 20 per cent, answered "yes" to a "moderate" degree. Sixteen, which represented 53.4 per cent, of the Class B schools, answered "no" to the question.

In the Class C grouping, twenty-six, or 18.7 per cent, marked "yes" to a "limited" extent; forty, or 28.8 per cent, marked "yes" to a "moderate" extent; and ten, or 7.2 per cent, marked "yes" to a "considerable" extent. Sixty-three, or 45.3 per cent, of the Class C schools marked "no."

As indicated in Table XXXVI, four, or 36.4 per cent, of the Class A schools reported presenting and discussing the use of employment agencies to a "limited" degree; five, or 45.4 per cent, reported that they did to a "moderate" degree. Two, or 18.2 per cent, of the Class A schools, reported that they did not include this aspect of group guidance in their programs. Of the thirty Class B schools, thirteen, or 43.4 per cent, answered affirmatively to a "limited" extent; six, or 20 per cent, answered affirmatively to a "moderate" extent; and one, or 3.3 per cent, answered affirmatively to a "considerable" extent. In the Class C category, thirty, or 21.6 per cent, reported "yes" on a "limited" basis; thirty-eight, or 27.3 per cent, reported "yes" on a "moderate" basis; and eleven, or 7.9 per cent, reported "yes" on a "considerable" basis. Sixty, or 43.2 per cent, of the Class C schools reported "no" to this question.

Table XXXVII indicates that two, or 18.2 per cent, of the Class A schools reported that opportunities were available for representatives from state and private

employment agencies to talk with students in groups to a "limited" extent; four, or 36.3 per cent, reported that these opportunities were available to a "moderate" extent; and three, or 27.3 per cent, reported that these opportunities were available to a "considerable" extent. Six, or 20 per cent, of the Class B schools marked "yes" to a "limited" extent; eight, or 26.7 per cent, marked "yes" to a "moderate" extent; and four, or 13.3 per cent, marked "yes" to a "considerable" extent. Twelve, which represented 40 per cent of the Class B schools, marked "no" to the question. Forty-two, or 30.2 per cent, of the Class C schools answered "yes" on a "limited" basis; forty-one, or 29.6 per cent, answered "yes" on a "moderate" basis; and thirteen, or 9.3 per cent, answered "yes" on a "considerable" basis. Forty-three, or 30.9 per cent, answered "no" to this question.

The data compiled in Table XXXVII show that three, or 27.3 per cent, of the Class A schools provided opportunities for representatives from business firms to talk with students in groups to a "limited" degree; four, or 36.3 per cent, reported that they provided these opportunities to a "moderate" degree; and one reported that it provided these opportunities to a "considerable" degree. Three, or 27.3 per cent, of the Class A schools reported that they did not include these opportunities in their programs. In the

TABLE XXXVII

RESPONSES BY 60 ADMINISTRATORS AND 120 GUIDANCE PERSONNEL OF SELECTED IOWA
SECONDARY SCHOOLS TO THE QUESTION, "ARE THERE OPPORTUNITIES FOR
REPRESENTATIVES FROM ANY OF THE FOLLOWING TO TALK WITH
STUDENTS IN GROUPS ABOUT PLACEMENT PROBLEMS; (1)
STATE AND PRIVATE EMPLOYMENT AGENCIES;
(2) BUSINESS FIRMS; (3) UNIONS?"

Question	Degree	Class A		Class B		Class C	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Are there opportunities for representatives from any of the following to talk with students in groups about placement problems:							
(1) state and private employment agencies?	Limited	2	18.2	6	20	42	30.2
	Moderate	4	36.3	8	26.7	41	29.6
	Considerable	3	27.3	4	13.3	13	9.3
	No	2	18.2	12	40	43	30.9
(2) business firms?	Limited	3	27.3	6	20	30	21.6
	Moderate	4	36.3	8	26.7	34	24.4
	Considerable	1	9.1	1	3.3	1	.7
	No	3	27.3	15	50	74	53.3
(3) unions?	Limited	4	36.4	3	10	15	10.7
	Moderate	1	9.1	1	3.3	10	7.2
	Considerable	1	9.1	0		1	.7
	No	5	45.4	26	86.7	113	81.4

Class B category, six, or 20 per cent, answered "yes" to a "limited" degree; eight, or 26.7 per cent, answered "yes" to a "moderate" degree; and one, or 3.3 per cent, answered "yes" to a "considerable" degree. Fifteen, or 50 per cent of the Class B schools, answered "no" to the question. Thirty, or 21.6 per cent, of the Class C schools marked "yes" to a "limited" extent; thirty-four, or 24.4 per cent, marked "yes" to a "moderate" extent; and one, or .7 per cent, marked "yes" to a "considerable" extent. Seventy-four, which represented 53.3 per cent of the 139 reporting Class C schools, marked "no" to this question.

Table XXXVII further shows that four, or 36.4 per cent, of the Class A schools reported that opportunities were available for representatives from unions to talk with students in groups on a "limited" basis; one, or 9.1 per cent, reported that these opportunities were available on a "moderate" basis; and one reported that these opportunities were available on a "considerable" basis. Five, or 45.4 per cent, of the Class A schools reported that they did not make this aspect of group guidance available. Of the thirty reporting Class B high schools, three, or 10 per cent, marked "yes" to a "limited" degree; one marked "yes" to a "moderate" degree. Twenty-six, or 86.7 per cent, marked "no" to the question. In the Class C category, fifteen, or 10.7 per cent, answered "yes" to a

"limited" extent; ten, or 7.2 per cent, answered "yes" to a "moderate" extent; and one, or .7 per cent, answered "yes" to a "considerable" extent. One hundred and thirteen, or 81.4 per cent, answered "no" to the question.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine the degree to which group-guidance practices and techniques were being used in selected public secondary schools of Iowa during the school year 1962-1963.

The first phase of this study was a review of the available literature as a background for the problem. After the review, a questionnaire was constructed, validated, and used as the data-gathering instrument. The questionnaire attempted to measure the following aspects of group guidance: (1) counseling; (2) educational, vocational, and personal-social information services; (3) orientation; (4) individual inventory services; and (5) placement.

A copy of the questionnaire was sent to 200 secondary school principals in the State of Iowa. The principals and schools to be used in the study were selected on the basis of school size and geographic location in order to obtain a representative sampling. Of the 200 questionnaires sent, 180, or 90 per cent, were returned. Data were then compiled, tabulated, and presented in Chapter III.

Data obtained in this study form the basis for the conclusions that follow.

Counseling service. Group counseling was provided in 63.6 per cent of the Class A schools, 83.3 per cent of the Class B schools, and 85.6 per cent of the Class C schools. The Class B and Class C schools reported this group-guidance service to a greater extent than did the Class A schools. There were not any opportunities for group counseling in conjunction with individual counseling in 54.6 per cent of the Class A schools. Only 16.6 per cent of the Class B schools and 17.3 per cent of the Class C schools indicated that there were no opportunities for group counseling in conjunction with individual counseling.

Pre-counseling units in academic courses to prepare students for the counseling were used in 18.2 per cent of the Class A schools, 33.3 per cent of the Class B schools, and 21.6 per cent of the Class C schools. The reporting schools indicated that they offered pre-counseling assemblies for the following purposes: (1) 54.6 per cent to acquaint students with the purposes of counseling; (2) 49.6 per cent to inform students of what to expect from counseling; (3) 44.1 per cent to acquaint students with the role of counselee; and (4) 55.2 per cent to acquaint students with the role of counselor. More schools

used the pre-counseling assembly as a means of preparing students for the counseling process than used the pre-counseling unit.

All Class A schools reporting the use of a pre-counseling assembly to ready students for counseling indicated that it was held but once each year. Of the Class B schools, 16.6 per cent reported conducting the pre-counseling assembly once each semester while 56.6 per cent reported conducting it once each year. In the Class C category, only three schools, or 2.1 per cent, indicated that they held a pre-counseling assembly once each month; 10.7 per cent indicated that they did once each semester; and 43.9 per cent indicated that they did once each year.

Information service. Group conferences for educational planning were provided in 81.8 per cent of the Class A schools, 63.3 per cent of the Class B schools, and 73.4 per cent of the Class C schools. Courses for the purposes of educational planning were not as prevalent as group conferences for educational planning. Units in academic courses were the most popular way of handling the matter of educational planning with 45.5 per cent of the Class A schools offering them, 60.2 per cent of the Class B schools offering them, and 44.6 per cent of the Class C schools offering them.

As many as 63.7 per cent of the Class A schools reported making college orientation conferences available.

This aspect of group guidance was included in 76.7 per cent of the Class B schools and 82 per cent of the Class C schools. Relatively few of the reporting schools offered exploratory courses as educational orientation with 27.3 per cent of the Class A schools, 20 per cent of the Class B schools, and 23.7 per cent of the Class C schools making this group activity available.

Group meetings with representatives from colleges and universities were reported by 90.9 per cent of the Class A schools, 93.2 per cent of the Class B schools, and 95.7 per cent of the Class C schools. Group meetings with representatives from business schools were reported by 81.8 per cent of the Class A schools, 93.3 per cent of the Class B schools, and 93.5 per cent of the Class C schools. Representatives from technical schools gave students vocational information in 63.7 per cent of the Class A schools, 73.3 per cent of the Class B schools, and 78.4 per cent of the Class C schools. Representatives from trade schools talked with students in groups about vocations in 53.7 per cent of the Class A schools, 76.7 per cent of the Class B schools, and 77 per cent of the Class C schools. More Class C and Class B schools reported this aspect of group guidance than did the Class A schools. Several schools also listed group activities with the armed services and beauty schools.

Courses in psychology, sociology, or life adjustment were reported by 81.8 per cent of the Class A schools, 80 per cent of the Class B schools, and 72 per cent of the Class C schools. Units of the life adjustment type were reported by 72.7 per cent of the Class A schools, 66.7 per cent of the Class B schools, and 68.3 per cent of the Class C schools. More schools reported offering courses in psychology, sociology, and life adjustment than reported offering units of study in these same areas.

Courses in occupations were offered in 18.2 per cent of the Class A schools, 6.6 per cent of the Class B schools, and 20.1 per cent of the Class C schools. Occupations units in regular courses were offered by 63.7 per cent of the Class A schools, 90 per cent of the Class B schools, and 80.6 per cent of the Class C schools. While relatively few schools offered courses in occupations, most of them provided units of study in occupations.

Only two schools, one a Class A school and the other a Class C school, indicated that occupational information was not displayed. Practically all of the reporting schools displayed occupational information somewhere in the school (i.e., counseling area, office, library, et cetera).

Field trips to job sites were offered as part of the occupational information services in 63.6 per cent of the Class A schools. However, fewer schools in the other two

classes offered field trips: Class B, 43.4 per cent, Class C, 48.9 per cent.

Vocational clubs (i.e., Future Farmers of America, Future Teachers of America, et cetera) were functioning in 90.9 per cent of the Class A schools, 96.7 per cent of the Class B schools, and 78.4 per cent of the Class C schools.

Most of the Class A schools, 81.8 per cent, offered distributive education (i.e., salesmanship, merchandising, et cetera) to students. However, only 26.6 per cent of the Class B schools and 14.3 per cent of the Class C schools included distributive education in their course offerings.

The Class C schools provided group conferences for vocational planning to a greater extent than did the Class A and Class B schools: Class A, 18.2 per cent; Class B, 46.7 per cent; Class C, 61.6 per cent. Career conferences or Career Day (s) were part of the program for 63.6 per cent of the Class A schools, 70 per cent of the Class B schools, and 71.2 per cent of the Class C schools.

More Class A schools reported that there were opportunities for alumni to talk with students about vocations than did Class B and Class C schools. Of the Class A secondary schools, 90.9 per cent reported this group activity as compared with 63.3 per cent of the Class B schools and 66.2 per cent of the Class C schools.

Professional workers were provided opportunities to talk with students about vocations in 81.8 per cent of the Class A schools, 73.4 per cent of the Class B schools, and 64.8 per cent of the Class C schools. Semiprofessional workers were given the same opportunities in 63.7 per cent of the Class A schools, 63.3 per cent of the Class B schools, and 53.2 per cent of the Class C schools. Opportunities for students to talk with clerical workers about vocations were provided in 72.7 per cent of the Class A schools, 70 per cent of the Class B schools, and 61.9 per cent of the Class C schools. Skilled workers were given opportunities to talk with students about 61.9 per cent of the Class C schools. Almost all of those schools with an orientation program indicated that it oriented students to the general organization of the school: Class A, 90.9 per cent; Class B, 86.6 per cent; Class C, 74.8 per cent. Rules of conduct and dress were included in orientation for 81.9 per cent of the Class A schools, 90 per cent of the Class B schools, and 72.7 per cent of the Class C schools. Generally, more of the Class B schools reported that these aspects of orientation were offered than did the Class A and Class C schools.

The orientation program provided for prospective student visits to the schools for 72.7 per cent of the Class A schools, 60 per cent of the Class B schools, and 49.6 per cent of the Class C schools. Group conferences

were held with these visiting students in 64.6 per cent of the Class A schools, 46.7 per cent of the Class B schools, and 42.4 per cent of the Class C schools. Group social activities to provide personal contact among students new to the school, students previously enrolled in the school, and faculty were provided by 36.4 per cent of the Class A schools, 50 per cent of the Class B schools, and 50.4 per cent of the Class C schools.

The Class A schools offered orientation courses as part of the orientation program in 27.2 per cent of the cases; only 10 per cent of the Class B and Class C schools offered extended orientation courses.

Twelve per cent of the Class C schools reported that orientation was the sole responsibility of the classroom teacher while only 3 per cent of the Class B schools reported that orientation was the sole responsibility of the teacher. None of the Class A schools indicated that orientation was the classroom teacher's entire responsibility.

An evening orientation session for parents of prospective students or students new to the school was provided once each year by 54.5 per cent of the Class A schools. This group service was provided by 36.7 per cent of the Class B schools. For the Class C schools, this orientation meeting for parents was provided once each year

by 21.6 per cent and once each semester by 3.6 per cent.

Individual inventory service. Psychological tests and inventories were conducted in groups in 100 per cent of the Class A schools, 83.4 per cent of the Class B schools, and 84.9 per cent of the Class C schools.

In the area of academic aptitude testing, the Otis Quick-Scoring Mental Ability Test was the most popular. It was used by 63.6 per cent of the Class A schools, 70 per cent of the Class B schools, and 69 per cent of the Class C schools. The California Test of Mental Maturity was administered in groups by 27.3 per cent of the Class A schools, 26.6 per cent of the Class B schools, and 34.5 per cent of the Class C schools. The Kuhlmann-Anderson Intelligence Tests were used by 27.3 per cent of the Class A schools, 16.6 per cent of the Class B schools, and 33.1 per cent of the Class C schools. The Henmon-Nelson Tests of Mental Ability seemed the least used with 9.1 per cent of the Class A schools, 26.6 per cent of the Class B schools, and 28.1 per cent of the Class C schools using it.

The General Aptitude Test Battery was the most used of the aptitude tests. It was given in groups by 63.6 per cent of the Class A schools, 50 per cent of the Class B schools, and 38.8 per cent of the Class C schools. The Differential Aptitude Test Battery was used by 54.5 per

cent of the Class A schools, 36.7 per cent of the Class B schools, and 43.9 per cent of the Class C schools. Only 10 per cent of the Class B secondary schools administered the Revised Minnesota Paper Form Board Test in groups; none of the Class A or Class C schools administered it. The Bennett Mechanical Comprehension Tests were used by 9.1 per cent of the Class A schools, 3.3 per cent of the Class B schools, and 3.6 per cent of the Class C schools.

The Iowa Tests of Educational Development were the most widely used of the achievement tests. They were used by 81.8 per cent of the Class A schools, 86.5 per cent of the Class B schools, and 97.1 per cent of the Class C schools. The California Achievement Tests were used by 4.3 per cent of the Class C schools; none of the Class A or Class B schools administered this test in groups. Ten per cent of the Class C schools used the Science Research Associates Achievement Tests; 3.3 per cent of the Class B schools, and 3.6 per cent of the Class C schools.

The Iowa Tests of Educational Development were the most widely used of the achievement tests. They were used by 81.8 per cent of the Class A schools, 86.5 per cent of the Class B schools, and 97.1 per cent of the Class C schools. The California Achievement Tests were used by 4.3 per cent of the Class C schools; none of the Class A or Class B schools administered this test in groups. Ten per cent of the Class C schools used the Science Research

Associates Achievement Tests; 3.3 per cent of the Class B schools used it; none of the Class A schools used it. The Stanford Achievement Tests were given in groups by 27.3 per cent of the Class A schools, 10 per cent of the Class B schools, and 9.4 per cent of the Class C schools.

In the area of interest testing, the Kuder Preference Record--Vocational was the most popular with 90.8 per cent of the Class A schools, 93.3 per cent of the Class B schools, and 90 per cent of the Class C schools administering it. The Strong Vocational Interest Blanks were used by 18.2 per cent of the Class A schools, 23.4 per cent of the Class B schools, and 18 per cent of the Class C schools. None of the Class A schools used the Occupational Interest Inventory; it was used by 13.3 per cent of the Class B schools and 12.9 per cent of the Class C schools.

In addition to the tests previously mentioned, thirteen schools reported that the Lorge-Thorndike Intelligence Tests were given to students in groups. One school indicated that it used the Science Research Associates Primary Mental Abilities Test, and one school indicated that it used the Kuhlmann-Finch Tests. The Iowa Algebra Aptitude Test was administered in groups by seven schools. The Flanagan Aptitude Classification Tests were given in nine of the reporting schools. Six schools stated that the Air Force Preference Inventory was used. One school reported that the Science Research Associates' Clerical

Aptitudes and Reading Record were used. Two schools indicated using the Science Research Associates' Mechanical Aptitudes Test. The Iowa Silent Reading Tests were administered in groups according to one reporting school.

The Kuder Preference Record--Personal was the most commonly used of the personal inventories with 18.2 per cent of the Class A schools, 20 per cent of the Class B schools, and 33.1 per cent of the Class C schools using it. None of the Class A schools reported using the California Test of Personality; 13.3 per cent of the Class B and 14.4 per cent of the Class C schools reported using it. The Minnesota Multiphasic Personality Inventory was used by 9.1 per cent of the Class A schools, 3.3 per cent of the Class B schools, and 2.8 per cent of the Class C schools.

Of the social inventories, the Mooney Problem Check List was the most popular. It was given in groups by 27.3 per cent of the Class A schools, 50 per cent of the Class B schools, and 23.8 per cent of the Class C schools. The Science Research Associates Youth Inventory was used by 9.1 per cent of the Class A schools, 13.3 per cent of the Class B schools, and 12.9 per cent of the Class C schools.

In addition to the personal and social inventories already mentioned, six schools reported using the Minnesota Counseling Inventory, and one school reporting using the California Picture Inventory.

Testing was preceded by group orientation in 81.9 per cent of the Class A schools, 70 per cent of the Class B schools, and 78.4 per cent of the Class C schools. More schools provided group orientation before testing than explained the results of testing in groups. The results of psychological tests and inventories were interpreted and explained in groups by 81.8 per cent of the Class A schools, 43.4 per cent of the Class B schools, and 57.5 per cent of the Class C schools.

Placement service. Letters of application were the most commonly presented and discussed placement problem with 81.8 per cent of the Class A schools, 63.2 per cent of the Class B schools, and 69.8 per cent of the Class C schools discussing this problem in groups. Written résumés of training and experience were part of group placement services for 72.8 per cent of the Class A schools, 46.6 per cent of the Class B schools, and 48.9 per cent of the Class C schools. Employment interviews as one placement problem were treated in groups by 81.8 per cent of the Class A schools, 46.6 per cent of the Class B schools, and 54.7 per cent of the Class C schools. Of the Class A schools, 81.8 per cent considered the use of employment agencies in groups while 66.7 per cent of the Class B schools and 56.8 per cent of the Class C schools considered the use of employment agencies in the group setting.

There were opportunities for representatives from state and private employment agencies to talk with students in groups about placement in 81.8 per cent of the Class A schools, 66.7 per cent of the Class B schools and 56.8 per cent of the Class C schools. Opportunities for representatives from business firms to talk with students about placement problems were provided by 72.7 per cent of the Class A schools, 50 per cent of the Class B schools, and 46.7 per cent of the Class C schools. Opportunities from representatives from labor unions to talk with students in groups about placement problems were provided by 54.6 per cent of the Class A schools, 13.3 per cent of the Class B schools, and 18.6 per cent of the Class C schools.

II. RECOMMENDATIONS

Because of the distinctive values of group guidance and the pressing need for time-saving guidance techniques in Iowa, administrators and guidance workers should carefully study the possibilities of increased use of group-guidance services. Specifically, in the area of occupational information and placement, opportunities should be provided for workers of all types, unskilled as well as professional, to talk with students. Particularly, more consideration should be given to distributive education and its implications for group guidance.

Group-guidance practices should be organized as an integral part of the total educational and guidance program.

More emphasis should be placed upon group techniques in the graduate training of guidance personnel.

Research should be conducted to substantiate the advantages and uses of group activities.

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APPENDIXES

APPENDIX A

1804 East 31st Court
Des Moines 17, Iowa
January 10, 1963

Dear Sir:

I am making a study to determine the extent to which group guidance services are being provided in Iowa high schools. This study is one of the requirements for my Master's Degree at Drake University. Will you or your guidance worker please take a few minutes to complete the enclosed questionnaire?

The responses to the questionnaire are to be confidential, and names of schools will not be used in the study. If you are interested in the findings, I shall be glad to send you a condensed report.

A self-addressed, stamped envelope is enclosed to return the completed questionnaire.

I thank you in advance for your co-operation.

Sincerely yours,

/s/ Ronald Sallade
RONALD SALLADE

APPENDIX B

QUESTIONNAIRE

Group Guidance Services

Name of school _____ Position of person completing
 Location _____ this questionnaire _____

Please indicate yes or no for each of the items. If the response is yes, please check the degree to which it is used in the columns marked "C," "M," and "L." Column "C" means considerable extent or to a rather large degree. Column "M" means moderate extent or not extreme in degree. Column "L" means limited extent or in a restricted and small measure.

COUNSELING SERVICE

	<u>C</u>	<u>M</u>	<u>L</u>
Does the counseling program provide for group counseling? yes ___ no ___	___	___	___
Are there pre-counseling units in regular courses to prepare students for the counseling process? yes ___ no ___	___	___	___
Are there opportunities for group counseling in conjunction with individual counseling? yes ___ no ___	___	___	___
Are there pre-counseling assemblies for the following purposes:			
(1) to acquaint students with the purposes of counseling? yes ___ no ___			
(2) to inform students of what to expect from counseling? yes ___ no ___			
(3) to acquaint students with role of counselee? yes ___ no ___			
(4) to acquaint students with role of counselor? yes ___ no ___			
How often are these pre-counseling assemblies held? (Please check) Once each month ___; Once each semester ___; Once each year ___; Other? _____			

INFORMATION SERVICE--Educational

	<u>C</u>	<u>M</u>	<u>L</u>
Are there group conferences for educational planning? yes ___ no ___	___	___	___
Are there courses offered in educational planning? yes ___ no ___	___	___	___
Are units on educational planning included in regular courses? yes ___ no ___	___	___	___

	C	M	L
Are there college orientation conferences?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
Are exploratory courses offered as educational orientation?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
Are there group meetings with representatives from any of the following:			
colleges and universities?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
business schools?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
technical schools?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
trade schools?			
yes <input type="checkbox"/> no <input type="checkbox"/>			
Others?			

INFORMATION SERVICE--Personal-Social

Please indicate yes or no for each of the items.

If the response is yes, please check the degree to which it is used in the columns marked "C," "M," and "L." Column "C" means considerable extent or to a rather large degree. Column "M" means moderate extent or not extreme in degree. Column "L" means limited extent or in a restricted and small measure.

INFORMATION SERVICE--Vocational

	<u>C</u>	<u>M</u>	<u>L</u>
Are there opportunities for alumni to talk with students concerning vocations? yes <input type="checkbox"/> no <input type="checkbox"/>			
Are there opportunities for any of the following types of workers to talk with students about vocations:			
professional (i.e., clergyman, physician, lawyer, etc.) yes <input type="checkbox"/> no <input type="checkbox"/>			
semiprofessional (i.e., radio announcer, medical technician, etc.) yes <input type="checkbox"/> no <input type="checkbox"/>			
clerical (i.e., secretary, bookkeeper, etc.) yes <input type="checkbox"/> no <input type="checkbox"/>			
skilled (i.e., carpenter, radio and T. V. repairman, etc.) yes <input type="checkbox"/> no <input type="checkbox"/>			
semiskilled (i.e., machine operator, production-line worker, etc.) yes <input type="checkbox"/> no <input type="checkbox"/>			

ORIENTATION SERVICE

Is an orientation program included in the school's offerings? yes <input type="checkbox"/> no <input type="checkbox"/>			
Does it orient the students to any of the following?			
course offerings? yes <input type="checkbox"/> no <input type="checkbox"/>			
grading practices? yes <input type="checkbox"/> no <input type="checkbox"/>			
good study techniques? yes <input type="checkbox"/> no <input type="checkbox"/>			
student-teacher relationships? yes <input type="checkbox"/> no <input type="checkbox"/>			
general organization of school? yes <input type="checkbox"/> no <input type="checkbox"/>			
rules of conduct, dress, etc.? yes <input type="checkbox"/> no <input type="checkbox"/>			
Does the orientation program provide for prospective student visits to the school? yes <input type="checkbox"/> no <input type="checkbox"/>			
Are there conferences with these visiting groups? yes <input type="checkbox"/> no <input type="checkbox"/>			
Are there group social activities to provide personal contact among students new to the school, students previously enrolled in the school, and faculty? yes <input type="checkbox"/> no <input type="checkbox"/>			
Does the orientation program include extended orientation courses? yes <input type="checkbox"/> no <input type="checkbox"/>			
Is orientation the sole responsibility of the teacher in the classroom? yes <input type="checkbox"/> no <input type="checkbox"/>			
Is there an evening orientation meeting for parents of prospective students or students new to the school? yes <input type="checkbox"/> no <input type="checkbox"/>			
How often are these held? (Please check)			
Once a month <input type="checkbox"/> ; Once a semester <input type="checkbox"/> ; Once a year <input type="checkbox"/>			

INDIVIDUAL INVENTORY

Are psychological tests and inventories conducted in groups? yes ☐ no ☐

If any of the following tests are used, please check in the column at the right:

Academic-Aptitude Tests

California Test of Mental Maturity
Otis Quick-Scoring Mental Ability Test
Kuhlmann-Anderson Intelligence Tests
Henmon-Nelson Tests of Mental Ability
Others? _____

Aptitude Tests

General Aptitude Test Battery
Differential Aptitude Test Battery
Revised Minnesota PaperForm Board Test
Bennett Mechanical Comprehension Tests
Others? _____

Achievement Tests

California Achievement Tests
Science Research Associates Achievement Tests
Stanford Achievement Tests
Iowa Tests of Educational Development
Others? _____

Interest Tests

Kuder Preference Record--Vocational
Strong Vocational Interest Blanks
Occupational Interest Inventory
Others? _____

If any of the following inventories are used, please check in the column at the right:

Personal

California Test of Personality
Kuder Preference Record--Personal
Minnesota Multiphasic Personality Inventory
Others? _____

Social

Mooney Problem Check Lists
Science Research Associates Youth Inventory
Others? _____

Please indicate yes or no for each of the items. If the response is yes, please check the degree to which it is used in the columns marked "C," "M," and "L." Column "C" means considerable extent or to a rather large degree. Column "M" means moderate extent or not extreme in degree. Column "L" means limited extent or in a restricted and small measure.

	<u>C</u>	<u>M</u>	<u>L</u>
Is the testing preceded by group orientation?			
yes <u> </u> no <u> </u>			
Are the results of psychological tests and inventories interpreted and explained in groups? yes <u> </u> no <u> </u>			

PLACEMENT SERVICE

Are any of the following problems in placement presented and discussed in group situations:			
letters of application? yes <u> </u> no <u> </u>			
written résumés of training and experience? yes <u> </u> no <u> </u>			
employment interviews? yes <u> </u> no <u> </u>			
use of employment agencies? yes <u> </u> no <u> </u>			

Please indicate yes or no for each of the items.

If the response is yes, please check the degree to which it is used in the columns marked "C," "M," and "L." Column "C" means considerable extent or to a rather large degree. Column "M" means moderate extent or not extreme in degree. Column "L" means limited extent or in a restricted and small measure.

	<u>C</u>	<u>M</u>	<u>L</u>
Are there opportunities for representatives of any of the following to talk with students in groups about placement problems:			
state and private employment agencies? yes <u> </u> no <u> </u>			
business firms? yes <u> </u> no <u> </u>			
unions? yes <u> </u> no <u> </u>			

 Check here if you wish to receive a condensed report of this study.

APPENDIX C

1804 East 31st Court
Des Moines 17, Iowa
January 21, 1963

Dear Sir:

About ten days ago I sent you a questionnaire that I am using to determine the extent to which group guidance services are being used in Iowa secondary schools. This research is the basis for my field study in education at Drake University.

I would appreciate it very much if you or your guidance worker will take a few minutes to complete the questionnaire and return it to me. I realize this will represent a sacrifice in time for you, but I feel that this is an important study and worth your and my effort.

I thank you for whatever help you can give me.

Sincerely yours,

/s/ Ronald Sallade
RONALD SALLADE